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*The Negro Land Grant College
At Mid-Century*

. . In Retrospect . . In Prospect

TWENTY-EIGHTH ANNUAL SESSION

October 17, 18, 19, 1950

U. S. OFFICE OF EDUCATION

WASHINGTON, D. C.

And

CALLED SESSION

March 21, 1951

CONVENTION HALL

ATLANTIC CITY, NEW JERSEY

■ ■

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The Negro Land Grant College at Mid-Century
..... In Retrospect In Prospect

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PART I
INFORMATION

REGISTERED ATTENDANCE

- W. H. Aiken, Contractor and Real Estate Broker, 158 Auburn Avenue, N. E., Atlanta, Georgia.
- R. B. Atwood, President, Kentucky State College, Frankfort, Kentucky.
- Martin G. Bailey, State Agent, Extension Service, Box 5302, Seat Pleasant, Maryland.
- F. D. Bluford, President, A. & T. College, Greensboro, North Carolina.
- A. V. Boswell, Assistant Administrator to the President, A. & I. State College, Nashville, Tennessee.
- Mrs. Helen Harris Bracey, Education Instructor, 600 Gresham Place, N. W., Howard University, Washington, D. C.
- Madison Broadnax, Director of Agriculture, West Virginia State College, Institute, West Virginia.
- Ambrose Caliver, Assistant to the Commissioner of Education, U. S. Office of Education, Washington, D. C.
- Oscar J. Chapman, President, Delaware State College, Dover, Delaware.
- Felton G. Clark, President, Southern University, Baton Rouge, Louisiana.
- Rufus E. Clement, President, Atlanta University, Atlanta, Georgia.
- H. B. Crouch, Science Teacher, A. & I. State College, Nashville, Tennessee.
- Robert P. Daniel, President, Virginia State College, Petersburg, Virginia.
- Samuel B. Danley, Staff, Bureau of Labor Standards, U. S. Department of Labor, Washington, D. C.
- J. H. Daves, Specialist in Negro Education and Relations, Tennessee Valley Authority, Knoxville, Tennessee.
- Lawrence A. Davis, President, A. M. & N. College, Pine Bluff, Arkansas.
- T. Edward Davis, Racial Relations Advisor, Housing and Home Finance Agency, 1326 Girard Street, N. W., Washington, D. C.
- J. F. Drake, President, Alabama A. & M. College, Normal, Alabama.
- J. M. Drew, Dean, A. & M. College, Prairie View, Texas.
- Charles S. Duke, Civil Engineer, 412 Twenty-First Street, N. E., Washington, D. C.
- W. N. Elam, Program Planning Specialist, U. S. Office of Education, Washington, D. C.
- C. L. Ellison, Director, Department of Agriculture, Fort Valley State College, Fort Valley, Georgia.
- E. B. Evans, President, A. & M. College, Prairie View, Texas.

James C. Evans, Civilian Assistant to the Secretary of Defense, Pentagon Building, Washington, D. C.

Lillian Evanti, International Concert and Opera Soprano, 1910 Vermont Avenue, Washington, D. C.

E. Franklin Frazier, Professor and Head, Department of Sociology, Howard University, Washington, D. C.

James N. Freeman, Head, Department of Agriculture, Lincoln University, Jefferson City, Missouri.

Bruce G. Gallagher, Consultant to the Commissioner of Education, Federal Security Agency, Washington, D. C.

George W. Gore, Jr., President, A. & M. College, Tallahassee, Florida.

John C. Greene, Superintendent of Buildings and Grounds, A. & M. College, Alcorn, Mississippi.

Ella W. Griffin, Research Assistant, Point Four Program, U. S. Office of Education, Washington, D. C.

S. A. Haley, Director of Agriculture, A. M. & N. College, Pine Bluff, Arkansas.

G. L. Harrison, President, Langston University, Langston, Oklahoma.

Vern Haugland, Associated Press, Washington, D. C.

Mrs. Anna Arnold Hedgeman, Assistant to the Administrator, Federal Security Agency, 4th and Independence Avenue, S. W., Washington, D. C.

John A. Jackson, Director, Division of Agriculture, A. & M. College, Alcorn, Mississippi.

Martin D. Jenkins, President, Morgan State College, Baltimore, Maryland.

Ernest E. Johnson, Public Relations Counsel, 516 Fifth Avenue, New York, N. Y.

Howard Jordan, Jr., Chairman, Department of Education, South Carolina State College, Orangeburg, South Carolina.

Paul V. Kepner, Assistant to the Director, Extension Service, U. S. Department of Agriculture, Washington, D. C.

R. O'Hara Lanier, President, Texas State University for Negroes, Houston, Texas.

Louis Lautier, Newspaper Correspondent, 2011 Fifteenth Street, N. W., Washington, D. C.

Ata Lee, Program Specialist, Home and Education, Office of Education, Washington 25, D. C.

J. L. Lockett, Teacher, Virginia State College, Petersburg, Virginia.

Bertha Lomack, National Council of Negro Women, 1244 Girard Street, N. W., Washington, D. C.

Howard Hale Long, Dean of Administration, Wilberforce State College, Wilberforce, Ohio.

Robert E. Lowry, Tennessee Valley Authority, 705 Arnstein Building, Knoxville, Tennessee.

- B. T. McGraw, Deputy Assistant to the Administrator of Housing and Home Finance Agency, 3036 Park Place, N. W., Washington 1, D. C.
- Claud C. Marion, Teacher-Trainer in Agriculture, Maryland State College, Princess Anne, Maryland.
- William A. Millen, Reporter, The Evening Star, Washington, D. C.
- John W. Mitchell, Field Agent, U. S. Department of Agriculture, Hampton Institute, Hampton, Virginia.
- Alonzo G. Moron, President, Hampton Institute, Hampton, Virginia.
- A. George Nathanson, Rural Industries, Beekman Tower, New York, New York.
- R. E. Naugher, Program Planning Specialist in Agriculture Education, Southern Region Office, Office of Education, Washington, D. C.
- George B. Nesbitt, Racial Specialist, Housing and Home Finance Agency, 1626 K Street, N. W., Washington, D. C.
- R. O. Niehoff, Tennessee Valley Authority, 121 Crescent Road, Norris, Tennessee.
- Mrs. Thomasina W. Norford, Department of Labor, 430 Irving Street, N. W., Washington, D. C.
- Isador Boyd Oglesby, Director of Admissions and Placement, Morgan State College, Baltimore, Maryland.
- Lawrence A. Oxley, U. S. Department of Labor, 3017 Sixteenth Street, N. E., Washington, D. C.
- L. A. Potts, Dean of Agriculture, Box 448, Tuskegee Institute, Tuskegee Institute, Alabama.
- William E. Reed, Dean of Agriculture, A. & T. College, Greensboro, North Carolina.
- Patricia Roberts, Assistant Director, American Council on Human Rights, 1130 Sixth Street, N. W., Washington, D. C.
- Lydia Jetton Rogers, Acting Head, Department of Home Economics, Howard University, Washington, D. C.
- Mrs. M. C. Rux, Teacher, Keysville, Virginia.
- Mary H. Sanders, News Editor, Department of State International Information, Washington, D. C.
- Sherman D. Scruggs, President, Lincoln University, Jefferson City, Missouri.
- William H. Shell, Administrative Officer, Farmers Home Administration, U. S. Department of Agriculture, Washington, D. C.
- R. M. Stewart, Retired Professor of Rural Education, Office of Education, Washington, D. C.
- Lois Taylor, Reporter, Washington AFRO, 1800 Eleventh Street, Washington, D. C.
- Julius A. Thomas, Director, Department of Industrial Relations, National Urban League, 1133 Broadway, New York 10, New York.

Charles H. Thompson, Dean, Graduate School, Howard University, Washington, D. C.

H. Councill Trenholm, Executive Secretary, American Teachers Association, Alabama A. & M. College, Montgomery, Alabama.

Cornelius V. Troup, President, Fort Valley State College, Fort Valley, Georgia.

B. C. Turner, President, A. & M. College, Orangeburg, South Carolina.

C. E. Walker, Director of Agriculture, A. & M. College, Tallahassee, Florida.

Harry J. Walker, Associate Professor of Sociology, Howard University, Washington, D. C.

L. J. Washington, Agriculturist, Farmers Home Administration, U. S. Department of Agriculture, Washington, D. C.

Richard T. Waymer, Teacher, Delaware State College, Dover, Delaware.

Rachel T. Weddington, Education Instructor, Howard University, Washington, D. C.

Theresa Birch Wilkins, Research Assistant, Higher Education, Office of Education, Washington, D. C.

Sie Young, Jr., 2401 Ontario Road, N. W., Washington, D. C.

COLLEGES AND PRESIDENTS OF THE CONFERENCE

- Alabama (Normal) A. and M. College; President J. F. Drake.
Arkansas (Pine Bluff) A. M. and N. College; President Lawrence A. Davis.
Delaware (Dover) State College; President O. J. Chapman.
Florida (Tallahassee) A. and M. College; President G. W. Gore, Jr.
Georgia (Fort Valley) Fort Valley State College; President C. V. Troup.
Kentucky (Frankfort) State College; President R. B. Atwood.
Louisiana (Baton Rouge) Southern University; President F. G. Clark.
Maryland (Princess Anne) State College; President J. T. Williams.
Mississippi (Alcorn) A. and M. College; President J. R. Otis.
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Virginia (Petersburg) State College; President R. P. Daniel.
West Virginia (Institute) State College; President John W. Davis.

ASSOCIATE MEMBERS

- Atlanta University (Georgia); President R. E. Clement.
Bordentown Manual Training School (New Jersey); Principal J. E. Seegar.
Hampton Institute (Virginia); President Alonzo G. Moron.
Howard University (Washington, D. C.); President M. W. Johnson.
Texas State University for Negroes (Houston); President R. O'Hara Lanier.
Tuskegee Institute (Alabama); President F. D. Patterson.
Wilberforce College of Education and Industrial Arts (Ohio); President C. H. Wesley.

LIFE MEMBER

- W. R. Banks, Director, Public Relations, Prairie View A. and M. College, Texas.

CONSULTANTS

James A. Atkins, Director, Race Relations Division, Federal Works Agency.

Claude Barnett, Special Assistant to Secretary of Agriculture.

Horace Mann Bond, President, Lincoln University, Pennsylvania.

Ambrose Caliver, Assistant to the Commissioner, U. S. Office of Education.

J. H. Daves, Specialist in Negro Education, Tennessee Valley Authority.

James C. Evans, Adviser to the Secretary of Defense.

R. M. Stewart, Director, Special Study in Agriculture for the Conference.

Charles H. Thompson, Editor, Journal of Negro Education.

OFFICERS OF THE CONFERENCE

Lawrence A. Davis, Arkansas State College, Pine Bluff, Arkansas, President.

Cornelius V. Troup, Fort Valley State College, Fort Valley, Georgia, Vice President.

Rufus B. Atwood, Kentucky State College, Frankfort, Kentucky, Secretary.

Felton G. Clark, Southern University, Baton Rouge, Louisiana, Treasurer.

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F. G. Clark, Louisiana (1953)	(1953)
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F. D. Bluford, North Carolina (1951)	(1953)
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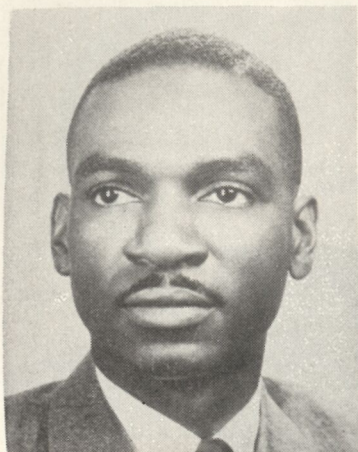
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V. G. Martin, Professor of Agricultural Education, Mississippi
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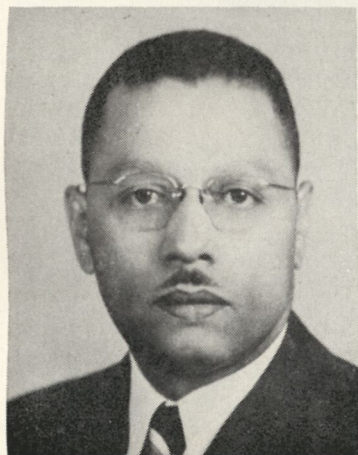
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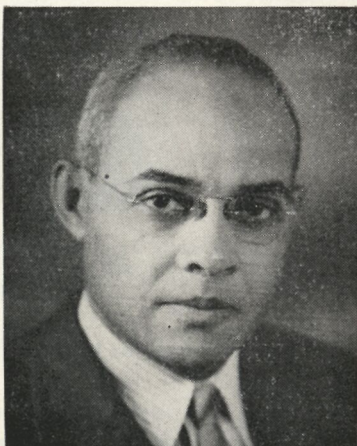
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Delaware State College
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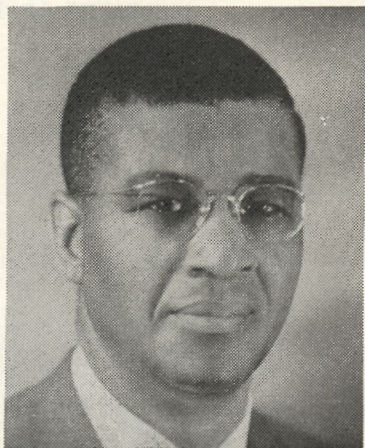
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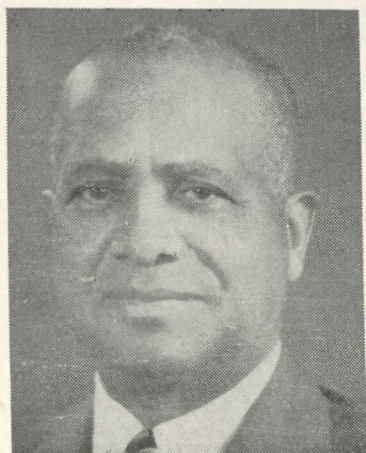
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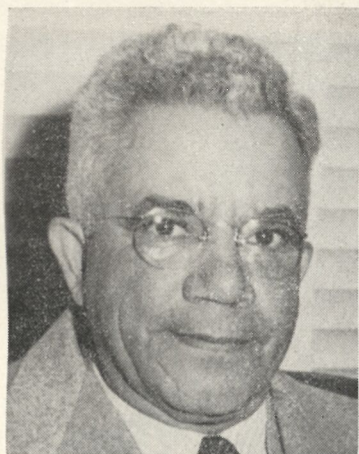
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 Langston, Oklahoma



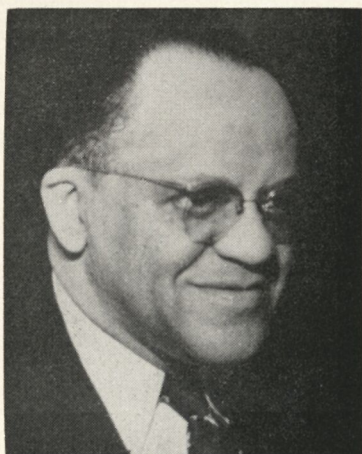
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Orangeburg, S. C.



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Nashville, Tennessee

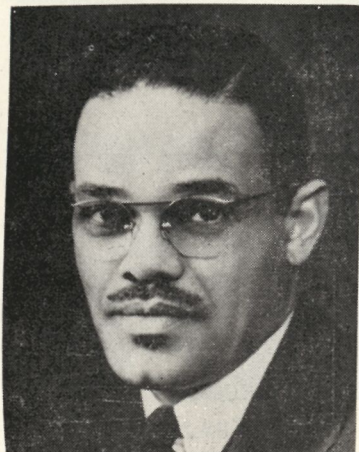


E. B. EVANS
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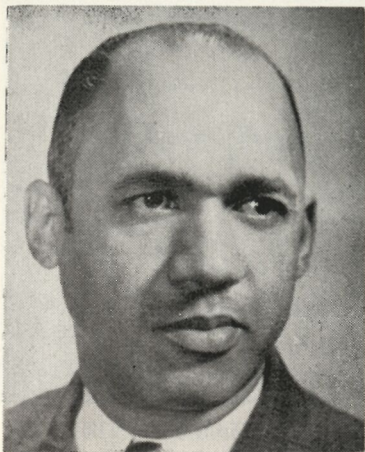


R. P. DANIEL
Virginia State College
Petersburg, Virginia

ASSOCIATE MEMBERS



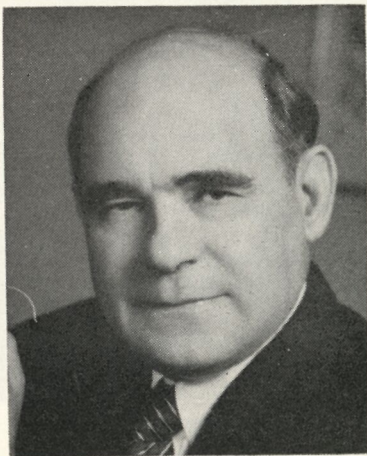
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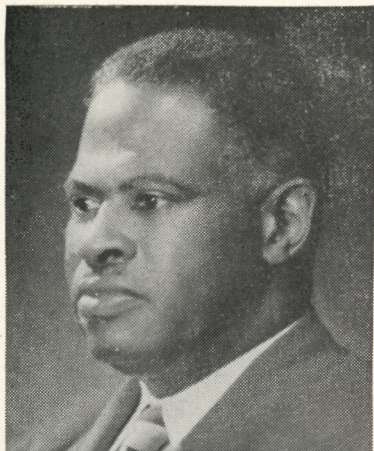
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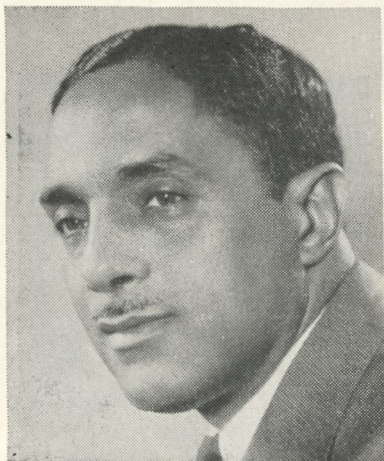


R. O'HARA LANIER
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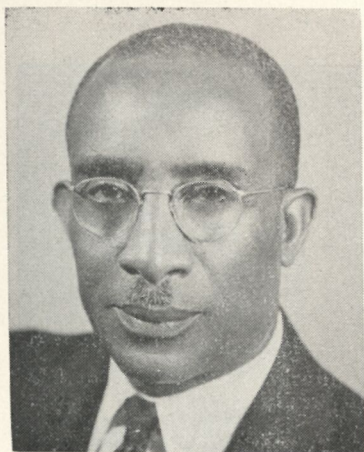


F. D. PATTERSON
Tuskegee Institute
Tuskegee Institute, Ala.

Life Member



C. H. WESLEY
College of Education and
Industrial Arts
Wilberforce, Ohio



W. R. BANKS
P. V. A. M. College
Prairie View, Texas

PART II

GENERAL BUSINESS

MINUTES OF THE MEETING OF THE EXECUTIVE COMMITTEE

October 16, 1950 - 7:30 P. M.

Carver Hall

The Executive Committee met in Carver Hall, 7:30 p. m., October 16, 1950. The meeting was called to order by Secretary Atwood. Members present: Presidents J. F. Drake, Alabama; S. D. Scruggs, Missouri; L. A. Davis, Arkansas; and R. B. Atwood, Kentucky. Others present: Presidents E. B. Evans, Texas and C. V. Troup, Georgia. President John W. Davis, West Virginia, Chairman, was absent due to illness. President Drake was elected Acting Chairman.

A proposed message to President Davis was presented by the secretary and same was approved.

The first item of business was a discussion between the Committee and Mrs. Anna Arnold Hedgeman, Assistant to the Administrator, Federal Security Agency. This discussion concerned problems of the land grant colleges and ways and means of finding solutions to these problems at the national level. The discussion with Mrs. Hedgeman proved to be interesting and helpful.

Next item under discussion was the proposed agreement between the Tennessee Valley Authority and certain land grant colleges of the Tennessee Valley Authority region providing for the continuation of a study of the effects of social and economic change upon the rural Negro population in the Tennessee Valley region. Present for this discussion were Dr. E. Franklin Frazier, Howard University, Director of the Social Studies Project; Mr. Howard K. Menhinick, Director, Division of Regional Studies, TVA; Mr. Robert Lowry, Assistant Chief, Government Studies, TVA; Mr. R. O. Niehoff, Chief, Education Relations Branch, TVA; and Mr. J. H. Daves, Specialist in Negro Education, TVA.

The Committee gave tentative approval to the proposed agreement and made the same an item for the Executive Session.

The Committee voted to recommend a donation of One Hundred Dollars to the Midcentury White House Conference on Children and Youth.

The Committee voted to recommend a donation of One Hundred Fifty Dollars to the National Conference for Mobilization of Education.

The Committee authorized the secretary to request President J. T. Williams, Maryland State College, to represent the Conference at the inauguration of President O. J. Chapman of the Delaware State College, Dover, Delaware.

The Agricultural Project was discussed briefly, and same referred to the Executive Session.

The Committee discussed press relations with Mr. Ernest Johnson, press officer for the Conference during its meeting.

ADJOURNMENT

CONFERENCE MINUTES

Tuesday, October 17, 1950

Morning Session

The Conference opened at 10:00 a. m. with President L. A. Davis, Arkansas, presiding. After brief remarks, President Davis introduced President F. G. Clark, Louisiana, and President Clark gave introductions of all persons present.

He then introduced the principal speaker for the session, Dr. Will Alexander of Chapel Hill, North Carolina. Dr. Alexander spoke on the subject "Opportunities and Possibilities of the Negro Land Grant Colleges."

Following Dr. Alexander's address, a symposium was conducted on the subject "Opportunities for Graduates of Negro Land Grant Colleges in Industries." President G. W. Gore, Jr., Florida was Chairman of the symposium. Speakers on the symposium were Mr. Julius A. Thomas, Director, Department of Industrial Relations, National Urban League; Mr. W. H. Aiken, Contractor, Atlanta, Georgia; and President E. B. Evans, Texas. (For notes on Mr. Thomas' remarks, see page 59-60).

Reports of the Conference Secretary R. B. Atwood and Conference Treasurer F. G. Clark had been scheduled for this session, but were omitted because of lack of time.

Dr. E. Franklin Frazier, Director of the Social Studies Project, made a report to the Conference on the status of the Project. The report was referred to the Project Control Committee, Dr. F. D. Bluford, North Carolina, Chairman. Dr. Frazier's report will be found on pages 46-51.

Conference President Davis appointed President S. D. Scruggs, Missouri, as a member of the Committee on Resolutions.

Afternoon Session

The afternoon session opened at 2:00 p. m. with President R. O'Hara Lanier, Texas, presiding.

President Lanier presented President R. B. Atwood who gave an address "The Negro Land Grant College in Retrospect." Presi-

dent Atwood was substituting for President John W. Davis of West Virginia who was absent because of illness.

President Lanier next presented Dr. D. O. W. Holmes, President Emeritus, Morgan College, Baltimore, Maryland, who spoke on the subject "The Negro Land Grant College in Prospect."

Following these two addresses, a discussion was led by President O. J. Chapman of Delaware.

Wednesday, October 18, 1950

Morning Session

This session opened at 10:00 a. m. with President R. E. Clement, Georgia, presiding.

President Clement introduced Dr. Oscar Ewing, Administrator, Federal Security Agency, who spoke on the subject "Education and the Perilous Years." Dr. Ewing's address will be found on pages 61-66.

President Clement next presented the Honorable A. B. Bonds, Jr., State Commissioner of Education, Little Rock, Arkansas, who spoke on the subject, "The Implications of Regional Education Patterns for Negro Land Grant Colleges." For Mr. Bonds' address, see pages 73-79. Following these two addresses, a discussion was held, led by President R. P. Daniel of Virginia.

Afternoon Session

On Wednesday afternoon the presidents held an Executive Session with Conference President L. A. Davis presiding. At this session the presidents voted to endorse the idea that each member institution join the National Builders Association. This idea had been presented by Mr. W. H. Aiken.

Mr. James C. Evans, Civilian Assistant to the Secretary of Defense, discussed matters of mobilization and defense with the presidents.

Mrs. Anna Arnold Hedgeman discussed how the colleges might benefit from better relationships with the Federal Government.

Mr. J. H. Daves, Specialist in Negro Education, Tennessee Valley Authority, discussed the colleges relations with the TVA and especially the proposed TVA Project. The presidents voted approval of the project as proposed with the TVA, and authorized the entrance into the proposed agreement. (See pages 39-40.) The members voted that the Conference President appoint a special committee as requested in the agreement to represent the seven land grant colleges located in the TVA areas. The Committee was instructed to meet and elect its own chairman, to make recommendations with respect to project per-

sonnel and location, and to seek concurrence of the Tennessee Valley Authority on its actions.

The Executive Committee next gave consideration to a letter from the Agricultural Committee; see page 32. After full discussion, the presidents came to the decision that it would not be wise to expand their program at this time and instructed the secretary to reply to the letter. For full text of secretary's reply, see page 33.

A vote was taken urging eligible member colleges to apply for membership in the Association of Land Grant Colleges and Universities.

It was voted that the Conference request President John W. Davis to write a history of the organization, and that a special grant be sought from a foundation to secure funds for the purpose.

It was voted that the Atwood-Foster Private Fund be kept on hand and invested for interest if possible.

* * *

On Wednesday evening at 7:00, the presidents and other members of the Conference attended, at Howard University, a banquet honoring Dr. Ambrose Caliver. Dr. Caliver had completed twenty years as Specialist in the U. S. Office of Education, and on July 27, 1950, was promoted to the new position as Assistant to the Commissioner of Education.

Thursday, October 19, 1950

Morning Session

The session opened with Dr. E. B. Evans, Texas, presiding in the place of President Alonzo G. Moron, Virginia, who had to leave the Conference because of another appointment.

Dr. Evans introduced Dr. Ambrose Caliver who spoke on the subject: "Making the Negro Land Grant College a Student-centered Institution." For Dr. Caliver's address, see pages 66-72.

Following Dr. Caliver's address, Dr. Evans introduced Professor James M. Nabrit of Howard University who spoke on the subject "Adjusting the Negro Land Grant Colleges to Social Changes." For this address, see pages 79-82.

Following these addresses a period was given to discussion and same led by President B. C. Turner of South Carolina. A contribution to the discussion period was made by Mrs. Ella Washington Griffin concerning the Point Four Program of Technical Assistance. Mrs. Griffin is Research Assistant in the Division of International Educational Relations, U. S. Office of Education. Mrs. Griffin's statement is printed on page 88.

Dr. Evans turned the meeting back over to Conference President Davis for reports of Committees.

President B. C. Turner gave the report of the Auditing Committee; same was adopted. See pages 45-46.

Presented Atwood presented the report of the meeting of the Executive Committee on October 16; same was adopted. See pages 25-26.

President G. L. Harrison, Oklahoma, gave the report of the Committee on Nominations of officers for 1951, which was as follows:

Cornelius V. Troup, Fort Valley State College, Fort Valley, Georgia, President.

E. B. Evans, Prairie View A. & M. College, Prairie View, Texas, Vice President.

Rufus B. Atwood, Kentucky State College, Frankfort, Kentucky, Secretary.

Felton G. Clark, Southern University, Baton Rouge, Louisiana, Treasurer.

Executive Committee

John W. Davis, West Virginia (1953) Chairman

W. R. Banks, Texas (1951)

S. D. Scruggs, Missouri

G. L. Harrison, Oklahoma

(1953)

(1953)

R. E. Clement, Georgia

J. F. Drake, Alabama (1951)

(1953)

L. A. Davis, Arkansas (1953)

The President Ex-officio

F. D. Bluford, North Caro-

The Secretary-Ex-officio

lina (1951)

The Treasurer Ex-officio

Report of the Committee on Resolutions was made by President S. D. Scruggs of Missouri; same was adopted. See pages 52-53.

President Lanier made a report for the Committee on Adult Education; same was adopted. See pages 51-52.

For the Committee on A Closer Relationship between the Land Grant Colleges and Industry, President Scruggs reported that Mr. J. A. Thomas of the National Urban League had promised to work up a project and submit it to the Committee later. It was moved that the Committee be continued.

President Harrison reported for the Control Committee of the Social Studies Project. It was voted that the Social Studies Project be continued as in the past and modified as required by the new project being developed with the Tennessee Valley Authority.

It was voted to hold a one-session meeting in Atlantic City during the annual session of the American Association of School Administrators, the time and place to be arranged by the secretary.

MEETING OF SPECIAL TVA COMMITTEE

The following special Committee on the TVA Project was appointed by newly installed Conference President C. V. Troup, Georgia; J. F. Drake, Alabama; F. D. Bluford, North Carolina; R. B. Atwood, Kentucky; R. P. Daniel, Virginia; J. R. Otis, Mississippi; W. S. Davis, Tennessee; and C. V. Troup, Georgia.

The Committee met and elected President F. D. Bluford, North Carolina, as its Chairman. Conference Secretary Atwood was instructed to send the proper information to the Tennessee Valley Authority relative to actions taken in regard to the TVA Project. Chairman Bluford was authorized to make the necessary contacts for employment of the Project personnel in order to get the project started on January 1, 1951, if possible.

The committee adjourned.

CALLED SESSION OF THE CONFERENCE

Room 16, Convention Hall

Atlantic City, N. J.

February 21, 1951

The called session opened with Conference President C. V. Troup, Georgia, presiding. Members present were Presidents F. G. Clark, Louisiana; S. D. Scruggs, Missouri; E. B. Evans, Texas; R. E. Clement, Georgia; G. L. Harrison, Oklahoma; John W. Davis, West Virginia; R. P. Daniel, Virginia; and R. B. Atwood, Kentucky. Others present: Mr. Howard Jordan representing President B. C. Turner of A. & M. College of South Carolina; Mr. James C. Finney representing President O. J. Chapman of Delaware State College, Dover, Delaware; President W. K. Payne, Savannah State College, Savannah, Georgia; Dr. Ambrose Caliver, Assistant to the U. S. Commissioner of Education; Professor T. J. Collier, Lincoln University of Missouri; Mr. Ernest E. Neal of Tuskegee Institute, Alabama; Mr. George Nathanson, Rural Industries, New York, N. Y.; Mr. Julius A. Thomas, Director, Department of Industrial Relations, National Urban League; Mr. James C. Evans, Civilian Assistant to the Secretary of Defense; Mr. Lassetter of IBM; President Martin D. Jenkins, Morgan College, Baltimore, Maryland; and Mr. Claude A. Barnett, Special Assistant to the Secretary of Agriculture.

The first item of business considered was that of admission of Savannah State College as an associate member. After a brief discussion of this matter, it was moved by President Scruggs and seconded by President Evans that Savannah State College be so admitted. Motion was adopted.

Conference President Troup and Conference Secretary Atwood made a report on their conference with Mr. Fred McCuistion, representative of the General Education Board relative to the project for further improvement of instruction in agriculture. It developed

that Mr. McCuistion felt that the General Education Board would not be interested in a continuation of the agricultural project but did think that the Board might look with favor on a project that would provide expert consultative services to the member institutions.

The Conference voted its approval that a request be formed by the Secretary for funds to promote such a project.

Next item under consideration was that of the appointment of a five-member committee to work jointly with a five-member committee from the Association of Land Grant Colleges and Universities in accordance with a request in a letter from Dr. R. F. Poole, President of the Association. It was moved by President Clark and seconded by President Harrison that our organization comply with the request and said committee of five members be named by the Conference President. Motion was carried.

The following committee was named: President E. B. Evans, Texas, Chairman; President F. G. Clark, Louisiana; President Lawrence A. Davis, Arkansas; President John W. Davis, West Virginia; and President R. B. Atwood, Kentucky.

Mr. George Nathanson presented to the Conference his proposal that our colleges promote the rural industries program. Motion prevailed that the President and Secretary be empowered to take such moves as necessary to implement the program as proposed by Mr. Nathanson.

It was moved by President John W. Davis and seconded by several that the officers of the Conference explore the possibility of setting up a Conference headquarters in Washington, D. C., during these particular times. Motion was carried.

Mr. Julius A. Thomas made a report on the next step for the Conference to take to bring about a closer relationship between the land grant colleges and industry. Mr. Thomas outlined in rather complete fashion the set-up necessary and indicated that it would be necessary to secure a considerable sum of money from the General Education Board or some other foundation in order to carry out this program. The Thomas report was received and referred to the Executive Committee with instructions to act.

It was voted that the project previously authorized for consultative services and the project now proposed by Mr. Thomas, both, be put in shape for filing with some foundation for consideration, that they be referred to the Executive Committee, and the Executive Committee will decide the priority of presentations. Motion prevailed.

Mr. James C. Evans gave pertinent information toward ROTC units in the institutions. He told of a recent publication by Nelson, "Integration of Negroes into the U. S. Navy," and recommended this book for use. He spoke particularly of the 62 new units that are to be established and pointed out that special efforts may be necessary if we are to secure any type of ROTC Unit.

Mr. Claude A. Barnett was introduced, and spoke relative to the Point Four Program, and urged our presidents to take every advantage of the same.

Mr. Ernest E. Neal was presented, and it was stated to the Conference that Mr. Neal had met the complete approval of the TVA Committee for position as Director of its project. Motion prevailed that the entire Conference go on record as approving the appointment of Mr. Neal as director of the TVA Project, that the headquarters be located at Tuskegee Institute, and the financial arrangement as requested by Mr. Neal. It was also requested that the Project be started as of February 20.

Its business having been completed, the Conference adjourned.

To: The Conference of Presidents of Negro Land Grant Colleges.

FROM: The Agricultural Department Heads and Other Leaders Attending the 1950 Conference.

The heads of the agricultural departments and other agricultural workers present at the 28th Annual Conference of Presidents of Negro Land Grant Colleges met and discussed the possibility of organizing an association of agricultural leaders as an auxiliary of the Conference of Presidents of Negro Land Grant Colleges.

After a thorough discussion of the problems of the departments of agriculture and the Land Grant College programs in general, it became clear that the solution of these problems requires the joint planning of both the presidents and their departmental heads.

The heads of the agricultural departments feel keenly their responsibility for the planning and the implementation of the agricultural programs of these colleges. In reviewing the progressive steps that have already been taken by the Conference of Presidents in the improvement of agriculture and other phases of the Land Grant College program, it is evident that there is a need and an opportunity for the heads of departments to become more functional in implementing the steps taken by the presidents for the advancement of agriculture. To achieve this end the body is unanimous in its request to become an integral part of the Land Grant Conference. We feel that such an association will result in the development of more effective programs in the Land Grant Colleges.

Respectfully submitted:

Agricultural Committee:

L. A. POTTS
DR. J. L. ROCKETT
DR. W. E. REED
DR. C. E. WALKER
C. L. ELLISON, Secretary

Kentucky State College
Frankfort, Kentucky
November 21, 1950

Dr. J. N. Freeman
Lincoln University
Jefferson City, Missouri

Dear Doctor Freeman:

I have been directed to inform you that on October 22, 1950, the Conference of Presidents of Negro Land Grant Colleges received and gave careful consideration to petition placed before them by the Directors and Leaders of Agriculture.

The presidents came to the decision that it would not be wise to expand their organization at this time:

1. The presidents themselves look forward to the time when all the Land Grant Colleges will be members of the one organization that provides the opportunity you now commendably crave and request;
2. In view of the above objective it would not be necessary nor advisable to expand our own organization further;
3. The organization we now have is what its name implies—a "conference" of presidents, the chief executives of the Land Grant Colleges for Negroes, affording opportunity for discussion among themselves and for concerted action, where necessary, upon the peculiar problems that arise from time to time.

The presidents appreciate the yearning of the directors for contact with one another, and their desire for such association, and believe that in time their desire will be satisfied. Until such does occur, the presidents will look with favor upon the occasional getting together of the directors, when necessary, either concurrent with our Conference, or to themselves.

Very sincerely yours,

R. B. ATWOOD, Secretary

AGREEMENT

Among

TENNESSEE VALLEY AUTHORITY

And

**CERTAIN LAND GRANT COLLEGES OF THE TENNESSEE
VALLEY REGION**

**CONFERENCE OF PRESIDENTS OF NEGRO LAND
GRANT COLLEGES**

**PROVIDING FOR THE CONDUCT OF A STUDY OF THE
EFFECTS OF SOCIAL AND ECONOMIC CHANGE UPON
THE RURAL NEGRO POPULATION IN THE
TENNESSEE VALLEY REGION**

THIS RESEARCH AGREEMENT, made and entered into as of the 1st day of February, 1951, between TENNESSEE VALLEY AUTHORITY, a corporation created by the Tennessee Valley Authority Act of 1933, as amended, hereinafter referred to as "TVA," and the undersigned LAND-GRANT COLLEGES OF THE TENNESSEE VALLEY REGION, and the CONFERENCE OF PRESIDENTS OF NEGRO LAND GRANT COLLEGES, hereinafter referred to as "Conference," covers the conduct of certain research studies of the effects of social and economic change upon the rural Negro population in the Tennessee Valley region.

1. **Title.** The title of this project shall be "Study of Social and Economic Change as it Affects the Negro Population of the Tennessee Valley Region."

2. **Background.** Representatives of the participating Land Grant Colleges have already made preliminary reviews and investigations of social and economic adjustments as they affect the Negro population and rural sectors, and have inspected source materials. These preliminary reviews and investigations indicate that a project of the scope described herein is desirable and feasible from a research standpoint.

3. **Purpose and Relation to TVA Objectives.** The purpose of this study is to examine the character of social and economic change in rural sectors of the seven Valley states in order to understand better the effect of these changes upon the rural Negro population. It is apparent that profound changes have occurred in the agricultural economy of the South, and the rate of change has been accelerating in recent years. Such developments as changes in land tenure, shifts to a grassland and livestock economy, increases in

farm mechanization and electrification, creation of new opportunities for rural education and training, changes in types and size of farms, establishment of new rural industries, emergence of new patterns of rural communication and community organization, and basic changes in the nature of rural employment and income, all have their impact upon rural and farm people. In many respects, the developments have particular and identifiable impacts upon rural Negro people.

The project, and the findings therefrom, will provide information to both TVA and the Land-Grant Colleges concerning the adjustments taking place or needed in rural sectors of the Tennessee Valley. Such information will assist TVA in planning its future programs for the comprehensive development of the region. The project will give information on the effects of such developments of direct TVA interest as rural electrification, industrial development, and farm management plans upon Negro peoples, and will provide a basis for further independent study of rural problems by the Land Grant College in each state. Further study by the Land Grant Colleges should assist these institutions in improving their services to local communities. The findings and materials obtained from these studies will be useful also in the instructional program of the colleges. The representatives of these institutions will profit from the experience gained in carrying out investigations dealing with problems of the population for which they have a responsibility of providing services.

4. Specific Work to be Done. The participating Land Grant Colleges will undertake and carry out this study under a full-time director who will be appointed by the colleges with concurrence by TVA. The director will be administratively responsible to a special committee representing the seven Land Grant Colleges, to be created by the Conference for this purpose. The Land Grant Colleges will furnish all office space, office supplies, and facilities necessary to the project, together with the time of their research personnel required to carry on the studies. TVA will furnish, in addition to funds required for maintenance of the office of the full-time director, professional advice as required for limited technical assistance to the director, for periodic reviews of progress and for the occasional services of TVA consultants. All work shall be conducted substantially in accordance with a work plan to be agreed upon by all parties hereto.

The study will draw largely upon available secondary sources for information on the character, direction, and pace of changes. Attention will be concentrated in those rural sectors with a high proportion of Negro population. Information will be obtained on the nature and extent of Negro farm migration, on trends in the concentration or dispersion of Negro rural peoples, on the changing structure of rural Negro communities, and on changes in Negro

family size and composition. The information obtained from secondary sources will be supplemented by limited case studies of selected communities.

5. **Contributions of the Parties.** Each of the parties shall contribute toward meeting the cost of this project. The TVA shall contribute an amount not to exceed \$17,000 to maintain the office of the full-time director, including salaries, materials and supplies, and travel; plus technical advice and assistance by TVA staff in an amount not to exceed \$7,000. The Conference agrees to act as fiscal representative of the parties, paying the funds required for the personal services and maintenance of the office of the full-time director, including travel expenses and other miscellaneous related services of a total value of \$17,000, to be reimbursed for such expenditures in accordance with Article 8 of this document. The participating Land Grant Colleges shall contribute research personnel services, office space for the research director, and all other space, supplies and facilities, and other miscellaneous items of a total value estimated to be not less than \$20,000.

6. **Duration.** This agreement shall become effective as of February 20, 1951, and shall continue in effort for a period of two calendar years after said date. All commitments of TVA beyond June 30, 1951, shall be subject to legislative appropriations therefor.

7. **Termination.** Any of the parties hereto may terminate this agreement by giving written notice to the others, specifying the date of termination, such notice to be given not less than thirty (30) days prior to the termination date therein specified. Upon any termination of this agreement under this article, the obligation of the Land Grant Colleges and Conference to conduct or carry on the studies, research, and investigations shall forthwith cease and determine, and TVA shall be absolved of any further obligation under said agreement; provided, however, that in the event of such termination, any reports and materials prepared or in process of preparation by the colleges in accordance with the provisions of Article 9 hereof shall be made available to the Authority for purposes of further exploration.

8. **Fiscal Arrangements.** Actual disposition of funds and services shall be governed by and be made in accordance with an annual work plan and budget, based upon the Federal fiscal year (or fraction thereof) to be drafted by the director in consultation with Land-Grant Colleges and agreed upon by Conference and TVA. The work plan and budget will include the amount or value of the contributions to the project to be made by TVA and by each participating college. In order to effectuate the purposes of this agreement, TVA agrees to reimburse Conference for payments made in maintaining the office of the full-time director as provided in Article 5 hereof, a sum not to exceed \$17,000, according to terms and stipulations as set forth in contract (TVA 11338A) dated February 1,

1951, entered into between the Conference and TVA, and which shall be supplemental to this agreement.

9. **Reports.** The director shall make progress reports to the special committee, which shall report to TVA at least on a quarterly basis throughout the duration of the study. Progress reports shall be submitted to TVA within thirty days after the end of the quarter covered by the report. In addition, at the completion of the project, each participating institution shall make available to TVA a complete research document containing data and analysis. The director and the special committee will draft at the conclusion of the project a summary document which will include a digest of findings, and, if appropriate, suggestions for TVA program planning drawn from project experience. This document will be transmitted to TVA through the Conference.

10. **Amendment Procedure.** No change shall be made in this project as outlined herein without prior approval by the parties. All changes shall be incorporated in an amendment hereto.

11. **Publications.** Any reports or documents proposed for publication shall be reviewed by TVA prior to such publication. The participating institutions will have a prior right to publish and finance the publication of any or all parts of the study at their discretion, but in the event they do not choose to publish the study, TVA will have the right to do so. All publications shall give appropriate recognition to the participation of TVA unless TVA notifies the participating institutions to omit such recognition.

12. **Congregational Interest.** No member or delegate to Congress or resident commissioner or employee of TVA shall be admitted to any share or part of this agreement or to any benefit to arise therefrom, but this provision shall not be construed to extend to this agreement if made with a corporation for its general benefit.

13. **Delegation.** In all matters relating to the performance of this project, including the execution of annual work plans and budgets, the Director of the Division of Regional Studies of TVA, or his designated representatives, shall act for TVA; the President of each of the participating Land Grant Colleges shall act for the college, and the President of the Conference shall act for the Conference, unless either party notifies the other in writing that another of its officials has been empowered to perform such functions.

TENNESSEE VALLEY AUTHORITY
By GEORGE C. GANT, General Man.
TENNESSEE AGRICULTURAL AND
INDUSTRIAL STATE COLLEGE
By W. S. DAVIS, President

Attest:

LEONA LEROY, Assistant Secretary
KATIE MILLER, Nashville, Tenn.

AGRICULTURAL AND TECHNICAL
COLLEGE OF NORTH CAROLINA
By F. D. BLUFORD, President

Attest:

VIRGINIA DURHAM, Greensboro, N. C.

ALABAMA AGRICULTURAL AND
MECHANICAL COLLEGE
By J. F. DRAKE, President

Attest:

R. A. CATES, Normal, Alabama

ALCORN AGRICULTURAL AND
MECHANICAL COLLEGE (MISS.)
By J. R. OTIS, President

Attest:

R. D. BATES, Alcorn, Miss.

FORT VALLEY STATE COLLEGE
(GEORGIA)
By C. V. TROUP, President

Attest:

HELEN M. FEATHERSTONE, Fort Valley, Georgia

KENTUCKY STATE COLLEGE
By R. B. ATWOOD, President

Attest:

W. T. SIMMONS, JR., Frankfort, Ky.

VIRGINIA STATE COLLEGE
By R. P. DANIEL, President

Attest:

M. B. SIMS

CONFERENCE OF PRESIDENTS OF
NEGRO LAND GRANT COLLEGES
By C. V. TROUP, President

Attest:

HELEN M. FEATHERSTONE, Fort Valley, Ga.

AGREEMENT

Between

TENNESSEE VALLEY AUTHORITY

And

**CONFERENCE OF PRESIDENTS OF NEGRO LAND-GRANT
COLLEGES**

THIS AGREEMENT, made and entered into as of the 1st day of February, 1951, between TENNESSEE VALLEY AUTHORITY, a corporation created by the Tennessee Valley Authority Act of 1933, as amended, hereinafter referred to as "TVA," and the CONFERENCE OF PRESIDENTS OF NEGRO LAND-GRANT COLLEGES, hereinafter referred to as "Conference."

WITNESSETH:

WHEREAS, seven Land-Grant Colleges in the Tennessee Valley region whose Presidents are members of Conference have heretofore entered into an agreement (TV-11337A) with Conference and TVA to conduct a study of the effects of social and economic change upon the rural Negro population in the Tennessee Valley region; and

WHEREAS, such agreement provided that a director should be appointed by the Land-Grant Colleges with the approval of TVA, that the expenses of maintaining the office of director, including salary, travel, material, and supplies, up to \$17,000, should be paid by Conference as fiscal representative of the parties, and that Conference should be fully reimbursed for such payments by TVA:

NOW, THEREFORE, in consideration of the foregoing and of the mutual covenants hereinafter contained, the parties agree as follows:

1. Conference agrees to pay the salary of the director at the end of each month and to reimburse the director for, and at such times as Conference shall receive and approve bills in support of, expenses incurred by the director for travel (including per diem in lieu of subsistence), and for material and supplies purchased by the director for conduct of the work. All payments by Conference shall be in accordance with and limited by the annual budget agreed upon by the Land-Grant Colleges and TVA, and all payments for travel expenses and per diem in lieu of subsistence shall be in accordance with TVA travel regulations.

2. TVA agrees to reimburse Conference each month for all payments made pursuant to Article 1, upon the receipt of approved

bills in support of travel, supplies, and materials, and a certified invoice in quadruplicate in form approved by TVA, showing payments made by Conference to the director for salary, travel, material, and supplies; **provided, however**, that the total of such reimbursements shall not exceed \$17,000 over the period of this agreement.

3. TVA shall have the right at any time during usual business hours of Conference to examine its fiscal records for the purpose of determining the validity of payments by Conference.

4. This agreement shall become effective as of February 20, 1951, shall continue in force for the same term as Contract TV 11337A, and may be terminated in the same manner as Contract TV 11337A.

5. No member of or delegate to Congress or Resident Commissioner or employee of TVA shall be admitted to any share or part of this agreement or to any benefit to arise therefrom, but this provision shall not be construed to extend to this agreement if made with a corporation for its general benefit.

IN WITNESS WHEREOF, the parties have hereunto subscribed their names as of the day and year first above written.

TENNESSEE VALLEY AUTHORITY
By GEORGE C. GANT, General Mgr.

CONFERENCE OF PRESIDENTS OF
NEGRO LAND GRANT COLLEGES
By C. V. TROUP, President

Attest:

LEONA LEROY, Assistant Secretary

TREASURER'S REPORT

CONFERENCE OF PRESIDENTS OF NEGRO LAND GRANT COLLEGES

JULY 1, 1949 THROUGH JUNE 30, 1950

RECEIPTS

	Agricultural Project	Dues, General Administration	Totals
Cash Balances, June 30, 1949	\$ 508.06	\$1,191.03	\$1,699.09
Receipts:			
Membership Dues		3,135.00	
General Education Board Grant	4,300.00	
Total Agricultural Project.....	4,808.06		
Total Dues—Administration ...		4,326.03	
Total All Funds			9,134.09

DISBURSEMENTS

Total Agricultural Project	\$5,605.56		
Total General Administration ...		1,220.14	
Total Expenditures			6,825.70
Cash Balances—June 30, 1950....	797.50	3,105.89	2,368.39
Total Expenditures & Balances			
All Funds	\$4,808.06	\$4,326.03	\$9,134.09

ATWOOD-FOSTER FUND

RECONCILIATION OF BANK ACCOUNT

LOUISIANA NATIONAL BANK BATON ROUGE, LOUISIANA

JUNE 30, 1950

Balance in Bank Statement June 30, 1949	\$272.42
Deposited October 15, 1949	100.00
Balance, per Bank Statement, June 30, 1950	\$372.42

RECEIPTS OF THE SECRETARY (Itemized)

JULY 1, 1949 TO JUNE 30, 1950

Transmittal Number	Receipts per Agency	Dues	Agri'l. Project
1	Hampton Institute	\$ 125.00	
1	Fort Valley State College	125.00	
1	Alabama A. & M. College	125.00	
1	State A. & M. College (Orangeburg, S. C.) ..	100.00	
2	State A. & M. College (Orangeburg, S. C.)..	25.00	
2	Langston University	125.00	
2	Tuskegee Institute	125.00	
3	General Education Board		\$4,300.00
3	Florida A. & M. College	125.00	
3	Southern University	125.00	
4	Lincoln University	125.00	
5	Virginia State College	125.00	
6	A. & T. College (Greensboro, N. C.)	125.00	
6	A. & I. State College (Nashville, Tenn.)	125.00	
7	Kentucky State College	125.00	
8	Atlanta University	125.00	
9	Alcorn A. & M. College	125.00	
10	Arkansas State College	125.00	
11	Prairie View A. & M. College	125.00	
12	Maryland State College	125.00	
13	West Virginia State College	120.00	
14	West Virginia State College	5.00	
15	Howard University	125.00	
16	College of Ed. and Ind. Arts (Wilberforce)	125.00	
17	Delaware State College	125.00	
18	Texas State University for Negroes	125.00	
19	Bordentown Manual Training School	20.00*	
20	Return to Treasury	240.00**	
Total Dues Collected		\$3,135.00	
Total Collected for Agric'l. Project			\$4,300.00

*The secretary agreed to accept Twenty Dollars this year since the President of the institution stated that he had arranged for only this amount in his budget.

**Salary check of Miss Naomi Clough for May and Salary check for June, both returned upon the advice of Dr. R. M. Stewart. The amount was turned back to the Dues Account (General Treasury) inasmuch as it was taken from the same.

EXPENDITURES OF THE SECRETARY (Itemized)

JULY 1, 1949 to JUNE 30, 1950

Order	To Whom Given	For	From Dues
		Agric'l. Project	For Adm. Expense
*19	R. M. Stewart—Salary, July.....	\$ 333.33	
"	R. M. Stewart—Salary, August	333.33	
"	R. M. Stewart—Salary, September	333.33	
"	Naomi Clough—Salary, July	120.00	
"	Naomi Clough—Salary, August.....	120.00	
"	Naomi Clough—Salary, September....	120.00	
1	Darlington Flower Shop—Wreath for the Late Pres. Luther H. Foster		\$ 26.45
2	R. M. Stewart—Office Expense.....	16.67	
3	R. B. Atwood—Reimbursement for telephone calls, telegrams and postage		68.37
"	William T. Simmons—Secretarial Ser- vices and Proofreading		100.00
"	Yvonne Kirkpatrick—Clerical Ser- vices for Program Committee		10.00
4	Ernest E. Johnson—Publicity, Public Relations and travel expense in connection with Conference.....		234.59
5	Cary B. Lewis—Auditing Services		30.00
"	Julius A. Thomas—Expenses & Hon- orarium in connection with Con- ference		100.00
"	R. B. Atwood—Re-imbursement for Express and Postage		5.88
6	Marechal-Neil E. Young—Expenses in connection with attending recent meeting		18.67
"	F. G. Clark—Re-imbursement for auditing, telephone, telegraph, post- age and clerical services		96.23
7	Roberts Printing Company—300 Pro- ceedings and 300 Programs		209.50
"	Margaret Tucker—Proofreading		5.00
8	Darlington Flower Shop—Wreath for the Late Pres. M. F. Whittaker		25.68
9	John W. Davis—Expenses in connec- tion with attending a recent meet- ing in New York		88.29
*19	R. M. Stewart—Salary, October	333.33	
"	R. M. Stewart—Salary, November	333.33	
"	R. M. Stewart—Salary, December	333.33	
"	R. M. Stewart—Salary, January	333.33	
"	R. M. Stewart—Salary, February	333.33	
"	R. M. Stewart—Salary, March	333.33	
"	Naomi Clough—Salary, October	120.00	
"	Naomi Clough—Salary, November	120.00	
"	Naomi Clough—Salary, December	120.00	
"	Naomi Clough—Salary, January	120.00	
Sub Totals		\$3,856.64	\$1,018.66

EXPENDITURES OF THE SECRETARY (Itemized)

JULY 1, 1949 to JUNE 30, 1950

Order	To Whom Given	For	From Dues
		Project	For Adm. Expense
	Brought Forward	\$3,856.64	\$1,018.66
*19	Naomi Clough—Salary, February	120.00	
"	Naomi Clough—Salary, March	120.00	
**10	R. M. Stewart—Salary, April	333.33	
"	R. M. Stewart—Travel Office		
	Supplies and Stamps	45.69	
"	Naomi Clough—Salary, April	120.00	
"	Dr. L. A. Potts—Travel	53.40	
***11	R. M. Stewart—Salary, May	333.33	
****11	Naomi Clough—Salary, May	120.00	
"	R. M. Stewart—Salary, June	333.33	
"	Naomi Clough—Salary, June	120.00	
12	Naomi Clough—Nine days of entitlement for vacation leave	49.24	
"	Darlington Flower Shop—Floral Wreath for the Late son of President Harrison		15.69
13	R. B. Atwood—Re-imbusement for telephone calls, telegrams and postage (1949-50)		83.79
"	William T. Simmons—Secretarial Ser- vices (1949-50)		100.00
"	Faye Jones—Art work in connection with the Proceedings of the 1949 meeting		2.00
Total Expenditures		\$5,605.56	\$1,220.14

*Authorizes Treasurer to pay salaries of Dr. R. M. Stewart and Miss Naomi Clough monthly.

**A letter was written to Dr. Stewart on March 23 for advice on what expenditures should be made out of the remaining funds which amounted to \$2,071.41.

***There was a balance of \$159.00 in the Agricultural Project at this time, not enough to pay the salaries of the Director and Secretary. After taking a poll of the officers of the Conference, it was decided that we would take the amount necessary, \$747.66, from the Conference Funds and pay the salaries of the Director and Secretary.

****Miss Clough's checks for the months of May and June were returned upon the advice of the Director, Dr. R. M. Stewart, and Order No. 12 was issued instead.

RECONCILIATION

	Agricultural	General
Balance per Secretary's Report		
as of June 30, 1949.....	\$ 508.06	\$1,191.03
Receipts July 1, 1949 - June 30, 1950.....	\$4,300.00	\$3,135.00
Total	\$4,808.06	\$4,326.03
Total Expenditures	\$5,605.56	\$1,220.14
Deficit in Agricultural Project	\$ 797.50	
Balance in General Fund		\$3,105.89
Total Deficit in Agricultural Project ...	\$797.50	
Subtract the two checks returned by Miss Clough.....	240.00	
	True Deficit \$557.50	
Balance in General Fund	\$3,105.89	
Subtract Deficit in Agri- cultural Project which	557.50	
was absorbed by the	\$2,548.39	
General Fund		
Balance in General Fund as of June 30, 1950 is	\$2,548.39.	

It was first thought that the Agricultural Project would require the amount of \$747.66 from the Conference Funds. \$240.00 of the \$747.66 was returned, which left the amount of \$507.66; then, an Order for \$49.84 was issued which made the sum total taken from the Conference Fund amount to \$557.50.

REPORT OF AUDITING COMMITTEE

In the report of the Secretary of the Conference, covering the period July 1, 1949-June 30, 1950, the Audit Committee found a report of the balance in the General Fund as of June 30, 1950 of \$2,548.39. In the report of the Treasurer covering the same period, the cash balance as of June 30th, last, is \$2,368.39.

The apparent discrepancy resulted from two factors: (1) the Treasurer's report contained a typographical error in the result of subtracting the over expenditure under the Agricultural Project (\$797.50) from the balance in the General Fund (\$3,105.89) which was reported as \$2,368.39, but should have read \$2,308.39, and (2) the Secretary's report allowed for the return of two checks by Miss Naomi Clough to the sum used in the Agricultural Project, totalling \$240, and resulting in a true deficit of \$557.50 in the expenditure of the Agricultural Project instead of \$797.50. The Treasurer's report did not cover this return of \$240.

With these two corrections, which the Committee recommends be made in the Treasurer's report, the balance in the General Fund as of June 30, 1950 tallies in both reports (\$2548.39).

The Audit Committee found no further reconciliations necessary and found all other items tallied properly.

Respectfully submitted,

PRESIDENT J. F. DRAKE,
Chairman
B. C. TURNER, Secretary

Members: O. J. CHAPMAN
E. B. EVANS
A. C. MORON

REPORT ON THE SOCIAL STUDIES PROJECT

By

E. Franklin Frazier, Coordinator

During the year which has passed since your October, 1949 Conference of Presidents of Negro Land-Grant Colleges, there have been a number of developments of significance in the work of the Social Studies Project. These include: (1) the completion of three additional research reports which are now being revised and edited for publication; (2) a highly stimulating conference of liaison officials held in May, 1950; and (3) the development of a proposed cooperative research project with the Tennessee Valley Authority.

Research Activities

The office of the Coordinator has received the following three reports which are being considered and edited for publication in the proceedings of the Fifth Conference of liaison officials.

- (1) **Demographic Study of Negroes in Arkansas** by J. H. Palmer, Arkansas Agricultural and Mechanical College, Pine Bluff, Arkansas.
- (2) **The Negro in West Virginia: A Demographic Study** by Harry W. Greene, West Virginia State College, Institute, West Virginia.
- (3) **A Demographic Study of Negroes in Alabama** by Lewis W. Jones, Tuskegee Institute, Tuskegee, Alabama.

These manuscripts are reports of investigations completed in accordance with our earlier plans for demographic studies in each of the states in which institutions participating in the project are located.

The preparation of these reports for publication is a laborious task. From past experience we have learned that the editing of

these manuscripts often requires considerable revision of the text material and complete checking and verification of tables.

In the May, 1948, Conference of liaison officials, it was agreed that we would concentrate on a study of land tenure conditions among Negro farmers. It was planned to undertake this study in two phases. The first phase was to comprise an analysis of the available data on the problem provided by the 1945 Census of Agriculture. In this connection the Coordinator's office prepared forms for the necessary tabulations and tables to be used in the analysis of data together with detailed instructions for carrying on the study. During our last conference of liaison officials held in May, 1950, several officials reported that this work is under way. In connection with this study, the Coordinator's office has continued to maintain contact with the Agricultural Division of the Bureau of the Census. The following publications were secured from the Bureau, copies of which were sent to each liaison official:

Farm and Farm Characteristics by Color and Tenure of Operator.

Bureau of the Census Manual of Tabular Presentation: A Special Report of the Bureau of the Census.

It was planned that the second phase of the land tenure study would constitute field studies of sample areas in each state for the purpose of securing important information which is not available in the Census of Agriculture. It was my assumption that specific problems for study in the sample areas would emerge, in part, from the analysis of the basic data available in the census of agriculture. I also hoped that the study would illuminate such problems as the effects of technical improvements in agriculture upon tenure conditions of Negro farmers, the process of displacement and shifting of agricultural workers, and types of part-time employment of the Negro farm population.

I believe that studies of this nature would increase our knowledge of the problems of the communities which it is our responsibility to serve, provide instructional material of great value, and also provide valuable experience for liaison officials and students in carrying on social research. As I shall explain later this phase of the study may have to be modified or postponed in the light of new developments.

Conference of Liaison Officials

Last May 4, 5, and 6, our usual conference of liaison officials was convened at Howard University. It was the judgment of those in attendance that this was the best conference that we have held. The conference was devoted almost entirely to a consideration of research methods, including problems of sampling, techniques of field investigations, and procedures utilized in the analysis and

preparation of data for research reports. I can say that we were successful in our effort to make this conference a real research clinic.

In planning the conference, the Coordinator was fortunate in securing Mr. Howard K. Menhinick, Director of Regional Studies of the Tennessee Valley Authority, to present a paper entitled, "Social Research in the Tennessee Valley." Mr. Lawrence L. Durisch, Chief of the Government Research Branch, Tennessee Valley Authority, also appeared on the program with Mr. Menhinick. In another session a very excellent paper on "Field Techniques in Social Studies" was presented by Dr. Otis Dudley Duncan, Assistant Professor of Sociology, Pennsylvania State College. These papers will be published in our forthcoming conference report.

The remaining sessions of the conferences were devoted to reports of liaison officials on the status and problems of their current research efforts. From these discussions it was apparent that most of these officials were laboring under great handicaps. Almost all of those who were seriously attempting to carry on research were doing so in the face of such disadvantages as heavy teaching loads, inadequate facilities, including lack of space in which to work and especially lack of such necessary equipment as calculating and adding machines. It is needless to add that all of these are essential tools without which sound scholarship and research is next to impossible.

Development of Cooperative Research with the TVA.

At the last meeting of the Control Committee a year ago, I proposed that we seek funds from an outside source sufficient to enable us to put the Social Studies Project on a sound basis. It is my belief that many of the liaison officials, despite the handicaps under which they have been working, are now ready to undertake a more systematic investigation of the problems in which we have been interested. It is our feeling that research of high calibre is possible if funds are made available to provide continuous supervision of these studies by a director who would give full time to the project.

It was agreed by members of the Control Committee that we should explore the possibility of securing funds from some outside source. The Tennessee Valley Authority appeared to the Committee as the most likely agency which would be interested in entering into a cooperative research enterprise with the Land Grant Colleges.

Pursuant to this decision of the Control Committee the Coordinator's office prepared for President Atwood a detailed memorandum covering the following: the history of the Social Studies Project; the nature of its organization and financial support; its work and accomplishments under our limited budget; and plans for

current and future research activities together with a tentative statement of budgetary needs.

This memorandum, I understand, was presented by President Atwood to officials of the TVA for consideration. In the meantime, our spring conference of liaison officials was being planned and we took this occasion to invite Mr. Menhinick, Mr. Durisch and Mr. J. H. Daves of the TVA to participate in the conference.

Thus, during the conference there was an opportunity to discuss our proposals with these officials. As a result of these discussions a second memorandum was prepared and submitted to Mr. Menhinick. This memorandum included a more specific statement of budgetary needs and an elaboration of our proposed extension of the land tenure study. In the latter connection it was proposed extension of the land tenure study. In the latter connection it was proposed that each Land Grant College undertake a field study of land tenure and related conditions of Negro farmers in a sample area. It was hoped that this investigation would make available information on aspects of the problem of land tenure which cannot be found in such sources as the U. S. Census and local agency reports. The study was designed to cover such problems as the following:

- (1) Trends in land tenure of Negro farmers and variations in tenure changes as related to types of agriculture and the types of farm organization.
- (2) The impact of mechanization in agriculture on the Negro farmer.
- (3) The relationship of federal agricultural programs (crop subsidies, loan programs) to Negro farm ownership.
- (4) The general relationship between the socio-economic status of Negro farmers and land tenure.

The budget which was submitted for the project covered two years and included the salaries of a full-time director, a secretary and research assistant, travel expenses for the director and funds for research materials and supplies, and some financial assistance for each liaison official. The total budget for the first year was \$16,200 and for the second year, \$12,450.

After another conference with Mr. Menhinick and Mr. Durisch in New York held on the eve of my departure for Europe, the proposals contained in this memorandum were revised in accordance with the procedures under which the TVA is permitted to enter into a contract with other agencies for the purpose of developing a cooperative research enterprise. These revised proposals were later incorporated in another memorandum which was sent to the TVA for consideration. A copy of this memorandum was also

placed in the hands of President Atwood, Secretary of the Conference of Presidents of Negro Land Grant Colleges.

This revised or third memorandum incorporated changes in the budget and the nature of the research project as originally proposed. The budget was scaled down to \$8,000 a year for a two year period. The project as suggested by the TVA was modified to include a study of the broad social changes affecting the Negro population in the Tennessee Valley Region. It was felt that the project ought to concentrate on a detailed and thorough analysis of these problems, utilizing such source material and data as those found in the Census reports, including the 1950 Census publications as they become available; and other available data found in state and local agencies. While the study will include case studies of sample communities, this phase of the investigation will not receive the major emphasis as proposed in the original outline of the study.

In a subsequent meeting at which Mr. Walker and I represented the Social Studies Project and Mr. Menhinick, Mr. Daves and Mr. Lowry represented the TVA, the terms of the contracts between the Land Grant Colleges and the TVA were considered and agreed upon subject to the approval of the Conference of Presidents. The representatives also met later with the Executive Committee of the Conference of Presidents and again the terms of the contract were reviewed.

The terms of the relationship between the Land Grant Colleges and the TVA are set forth in two contracts. The parties to one of the contracts are the TVA and the seven participating Land-Grant Colleges located in the Tennessee Valley region. This contract covers the relationship and obligations of the TVA and the seven participating institutions. The second contract would be between the TVA and the Conference of Presidents of Land Grant Colleges. The latter contract is concerned primarily with fiscal arrangements between the TVA and the Conference of Presidents of the Land Grant Colleges.

**HOWARD UNIVERSITY
GRADUATE SCHOOL—LAND GRANT COLLEGE PROJECT
COMPARATIVE STATEMENT OF INCOME AND EXPENSE FOR
FISCAL YEARS 1949-50 AND 1948-49 AT JUNE 30**

INCOME	1949-50	1948-49
Unexpended balance from previous year.....	\$2,403.40	\$2,004.96
Contribution from Howard University.....	1,000.00	1,000.00
Grant from Conference of Presidents of Land Grant Colleges.....		2,000.00
Total Income	\$3,403.40	\$5,004.96
EXPENSE		
Salaries	\$ 600.00	\$ 600.00
Wages	103.75	198.75
Printing and Binding	310.40	1,219.00
Travel		17.10
Other Contract Services	631.25	530.00
Postage	50.00	27.93
Equipment	44.60	
Supplies and Material	83.89	8.78
Total Expense	\$1,823.89	\$2,601.56
BALANCE—June 30	\$1,579.51	\$2,403.40

J. B. CLARKE, Treasurer

Date: October 16, 1950

REPORT OF THE COMMITTEE ON ADULT EDUCATION

We, the Committee on Adult Education, wish to make the following report:

1. That this conference go on record as acknowledging and maintaining the continuous efforts in the field of literacy education as one of the objectives of the people's college.
2. That we continue our efforts to work with Dr. Ambrose Caliver and the Office of Education to secure funds for the implementation of the Literary Project.
3. That we use our influence in every way to secure the re-submission and passage of the Kilgore Bill or similar bills at the next session of Congress.
4. That the Land Grant Colleges and associate members recognize the responsibility for training leaders and teachers by instituting curricula, operating workshops, and the prepara-

tion of materials and implementation of government activities in this area.

5. That we accept the general principle that a program of Adult Education embodies more than literacy education, but includes the continuous education of all the people in all walks of life.

Respectfully submitted,

F. D. BLUFORD, Chairman

AMBROSE CALIVER

R. O'HARA LANIER, Secretary

RESOLUTIONS

The Committee on Resolutions presents a statement of resolutions for the Conference of Presidents of the Negro Land-Grant Colleges and recommends it for your consideration.

BE IT RESOLVED:

1. That the work of the Negro Land Grant Colleges during the early years of this century be reviewed in the light of its contribution to the development of an underprivileged people in the southern states of the nation in the face of all but overwhelming difficulties and note the achievements of the Negro citizens of these United States as an end product of the forward and long view of the leaders and the effective work of the teachers in these Institutions. And, be it resolved, that the changes in the social order of the next fifty years and the challenges incident to these changes **be met** by these institutions with specifically sought able personnel and adequate physical equipment designed for the training of any and all men and women to live effectively in this one world family.

2. That each of our institutions shall continue to explore the field of human endeavor with a view to strengthen and/or reorganize its curricula in order to put its students in possession of the knowledges and powers to do well some phase of the world's work and to continue to improve its guidance and counselling services to its students for effective preparation for this work; and further to make known the work of these institutions to leaders in the professional and industrial fields of human services.

3. That each institution shall endeavor to facilitate the war effort in all the ways it can do this. The institution shall enlist itself as fully as possible in universal training and wherever possible continue to seek the establishment of appropriate ROTC units and other training services for defense.

4. That every effort be made by the Conference to seek for all institutions an equitable distribution of any and all federal funds now and hereafter appropriated and available for educational

purposes in the several states in which the institutions of the Conference are situated.

5. That the Conference continue to commend and encourage the increasing trend in the Nation to provide for the higher and professional education of Negro students by admitting them to already existing public institutions open to all other qualified students.

6. That the Conference commend those agencies of the state and federal governments which have sought the services of the Negro citizen on the basis of his ability to serve the purposes of the agencies and the recognition by the agencies of the meritorious services of these persons by promoting them to ranks and positions befitting their competence and worth.

7. That the Conference express its deepest and sincerest appreciation for the twenty years of educational services rendered by Doctor Ambrose Caliver, as Specialist for the Higher Education of Negroes, U. S. Office of Education, to the institutions of this Conference, to the Negro people of the Country and to the Nation at large.

That the Conference express gratification in fullest appreciation of his appointment to the position of Assistant to the Commissioner, The U. S. Office of Education. Such an appointment being a promotion which inspires even a deeper faith in American democracy and confirms our belief in the great capacity of Doctor Caliver.

Even though the Conference of Presidents of the Negro Land Grant Colleges was represented at the ceremonies honoring Doctor Caliver at Howard University, Wednesday evening, October 18, 1950, the Conference would have the statements expressed above as a record of its sincerest appreciations and congratulations on the worth of the man we would honor.

8. That the Conference express its thanks and appreciation to the officers of the Conference for the reflective theme of this meeting and the inspiring program; to the members of the various Committees for the conduct of the Conference; to express its thanks and appreciations to the many persons who have appeared on the programs of this session and the fine contributions they have made in general and specific information, encouragement and inspiration; and that the Conference especially thank the Federal Security Agency for the use of the conference rooms in the Federal Security Building and the amenities it extended to us.

Respectfully submitted,

J. T. WILLIAMS, Chairman
GEORGE W. GORE, JR.
R. P. DANIELS
SHERMAN D. SCRUGGS

WORDS OF THE SPEAKERS AT THE TWENTY-EIGHTH
ANNUAL SESSION

PART III

ADDRESSES
AND
REMARKS

**SOME OF THE SPEAKERS AT THE TWENTY-EIGHTH
ANNUAL SESSION**



J. A. THOMAS
Director, Department of Industrial Relations, NUL



HON. OSCAR R. EWING
Administrator
Federal Security Agency



DR. AMBROSE CALIVER
Assistant to U. S. Commissioner
of Education



HON. A. B. BONDS, JR.
Commissioner of Education
State of Arkansas



JAMES M. NABRIT
Secretary, Howard University
Washington, D. C.

"OPPORTUNITIES FOR GRADUATES OF NEGRO LAND GRANT COLLEGES IN INDUSTRIES"

By

**Julius A. Thomas, Director
Department of Industrial Relations
National Urban League**

In 1940, seven out of ten Negro workers were employed in farming, domestic service, and unskilled labor. In 1949, this proportion was reduced to about five out of ten. Between 1940 and 1950, the number of Negroes employed as farm workers was reduced by 50% (34% of Negroes in farm work—1940; 17.9% in 1950). There was an 18% increase in the number of Negroes in employment other than farm labor, bringing the total non-farm workers to 82%.

In April 1940, Negro women constituted 60.2% and Negro men 14.6% of all domestic service workers. In April 1950, the proportion of Negro women had been reduced to 53.9% and of Negro men to 10.2%.

It is clear, I believe, that the urbanization of an increasing number of Negro workers and their subsequent employment in industry are among the significant changes in the economic outlook for this segment of the population.

At the moment, a serious labor shortage is in the making. At the beginning of World War II, there were some 8 million unemployed persons in the labor force. There are today less than 3 million unemployed persons, and this number is decreasing with each month. The present outlook for employment in most basic industries is excellent, and it will probably remain so for the next three to four years.

You have requested me to talk specifically about graduates of Land-Grant Colleges. Obviously, this can be done only in relationship to the general economic picture. I think we can safely say that these young people will find jobs, and in most instances they will be the kind of jobs for which they have been trained.

I think it safe to say that graduates of Land-Grant Colleges, particularly those with technical and special training should fall in the "preferred group"—new workers entering the labor force—because of their superior training. We can agree, also, that many

of these young people will be seeking employment that offers opportunities for improving their skills and earnings. We might mention one other assumption—many of these young people are residents of the South where custom and tradition have retarded the development of democratic employment practices—at least in a number of important industries. In the light of these assumptions, I think some special observations are in order:

First, in the past ten years, 18,000 industries have been established in the South. Among them are re-located branches of many large well-known industries such as General Electric, Westinghouse, General Motors, General Foods, duPont, etc. These industries have tended to follow local racial employment patterns, whatever they may be. We must find a way to change this practice if your bright young graduates are to find places in the new industrial South.

At this point, I'd like to make a few practical suggestions:

- (a) I suggest that each Land Grant College set up a research project designed to determine (1) the characteristics of the economy in the areas which it serves; (2) the employment patterns in the major fields of employment in the industrial and business enterprises in the area; (3) the range of skills and aptitudes required by these concerns; (4) the practices of unions which represents the workers in the area; (5) the relationship of training offered by the college to the needs of industry and business. Armed with this information, there should be an all-out drive to break the patterns of racial discrimination.

My second observation is this: By and large, industry and business know very little about the quality of work done in Negro colleges. In fact, many industrialists hardly know of the existence of schools that are important in the lives of Negroes. We must do something about this. I can think of no more urgent task than that of introducing employers to the work of the Land Grant and other colleges that are preparing people for specific occupational fields.

A third observation has to do with the counseling of young people in the schools. I think a young man majoring in machine shop, woodwork, electricity or what-have-you should know all that can be known about the market for his skills before he leaves the campus. What firm or firms employ people with his training? How much additional training or apprentice is required before one qualifies as a journeyman or skilled worker? What union relations are involved? How does one apply for a job? Etc. What is the normal rate of progress for one in his chosen field? Etc., etc.

EDUCATION AND THE PERILOUS YEARS

By

Oscar R. Ewing

Federal Security Administrator

I particularly welcome the opportunity to talk with you this year. Your twenty-eighth conference meets at one of the gravest moments in our Nation's history. Across the world, we have accepted the leadership of the free peoples in confronting the challenge of the totalitarians. In Korea we have had to depend upon the courage and determination of our own young men, as part of the United Nations forces fighting to preserve the principles of the United Nations Charter. We have made great progress in the Korean fighting. But inevitably, there is a continuing danger that—as we succeed in Korea—some of us may let down our guard a little, not realizing that Korea is but an incident in a world-wide conflict.

This world-wide conflict is a war of ideas and ideals. We must expect it to last a long time; living with crisis may continue to be part of our everyday lives for a decade or more. Our children are likely to spend all their school years under the menacing clouds of international tension. For them, civil defense training may be as common as the fire drills of our own school days. All of us will have to make many difficult changes in our ways of living. We do not like it very much; and I hope the time will never come when we will like it. But the fact that we are a peace-loving people is the very reason why we are prepared to go so far for the sake of achieving a workable peace.

That is why the people of this country have accepted President Truman's view that we shall, in the coming years, not only have to give up many of the things we now enjoy, but that we shall also have to work harder and longer than ever before. We can sigh for normalcy; but we are not likely to enjoy it in our time. No one desiring a quiet life should have allowed himself to be born in the twentieth century.

As citizens dedicated to the advancement of human welfare and the enrichment of democracy, we are all concerned with the possible effects of prolonged international tension on a free society. As educators, you are interested primarily in the role schools and colleges will play in this long pull. These two aspects of this critical mid-century decade are so important that I want to examine some of their implications in what I say to you today.

It seems to me that the greatest mistake we could make in these perilous years would be to confuse right with might, to place all our eggs in the armaments basket and to assume that, simply because this Nation has great military power, we are therefore on

the side of the angels. We are—and must be—strong. But we must not lose either our sense of direction or our sense of balance.

The fountainhead of America's strength is not our atom bomb but our spiritual heritage; not our M-1 rifle but our revolutionary doctrine of the supremacy of human rights; not our logistical ideas but our belief that human life and individual dignity must be valued and cherished above all else.

It is this credo, constantly reaffirmed throughout our entire history, which has won for America in the mid-twentieth century the leadership of the free peoples of the world. Today, in the classrooms of India, Indonesia, and Israel—where freedom has just come into its own—it is the **American** revolution which is looked to as the symbol of democracy and justice. Ours is "the **authentic** revolution," as one writer has expressed it. Now we must try to practice what we preach, both at home and abroad. And we must be ever vigilant to see that our sense of democratic values is neither distorted nor eclipsed.

This has not always proved easy, even in more favorable times. And in our rush to enlist all our physical and industrial resources against the communist challenge, there is always the hazard of bypassing our great spiritual heritage. It might seem easy and expedient to value material and physical strength above human welfare. But to yield to such temptations would be tragic—if not fatal. If we were to sell ourselves short on practicing democracy at home, I venture to say that we could win all the battles—and yet lose the war against totalitarianism.

No one but ourselves can maintain—or destroy—the American way of life. This places upon every citizen who is dedicated to the advancement of the general welfare a special obligation to be on guard against confusing right with might. Every citizen, and particularly those in positions of leadership, must understand the source of this moral crisis and the source of the growing anxieties among some of our friends abroad:

We know how to split the atom; but we have not yet learned to feed hungry people even when there is a surplus of food in the world.

We have learned the technique of working with inanimate things; but we have far to go before we have completely mastered the high spiritual art of working together with our fellow men.

If we here in the United States, revitalize our revolutionary credo, we can meet the challenge of communism head-on; we can build the moral equivalent of the H-Bomb.

This credo is as old as it is powerful. Again and again it has found voice—most recently perhaps in these words: 'Basic to human welfare is general acceptance of the dignity of man. This rests on the conviction that man is endowed with certain unalienable rights and must be regarded as an end in himself, not as a

cog in the mechanisms of society or a mere means to some social end. At its heart, this is a belief in the inherent worth of the individual and the intrinsic value of human life. Implicit in this concept is the conviction that society must accord all men equal rights and equal opportunity."

That paragraph—quoted from the recent Report of the Trustees of the Ford Foundation—reiterates our American faith. It sees eye-to-eye with the philosophy of President Truman and his Administration. And it squares to a T with our long-established day-to-day working principles here in the Federal Security Agency.

As all of us roll up our sleeves to help meet the country's mobilization needs, these principles must be—not forgotten—but re-enforced. And as defense efforts are stepped up, one of the first and most critical areas in which this issue is joined is in education. Though even in peacetime we have not yet measured up to our own standards of democracy in education, we take it as self-evident that our kind of society can survive and flourish only as all the talents of **all** its citizens have an equal chance to grow and mature in usefulness. We know—and those who seek to subvert the democratic process know—that our American society can endure only if the right to equality of educational opportunity is guaranteed to each individual—and not only guaranteed, but implemented.

Within the Federal Government, as you know, it is the Federal Security Agency through the Office of Education which is charged with the administration of legislative programs designed to equalize educational opportunities. It is a satisfaction to be able to report to you that the Agency and the Office of Education will carry this responsibility over into national defense preparations.

As the top defense coordinating agency, the National Security Resources Board has, in its own words, "designated the Federal Security Agency, with its U. S. Office of Education, as the agency of Government which has the primary responsibility for consolidating and appraising educational requirements and in making those requirements known to the institutions of higher learning. Just as the Board looks to the Bureau of Mines, for example, as the central point in Government for making recommendations concerning the development of our resources of strategic minerals, so it looks to the Office of Education for similar recommendations concerning the use and participation of the colleges and universities in the national manpower program. The indications that institutions are cooperating with the Office of Education in defense matters have been very gratifying. It is our earnest hope that full cooperation will continue. This must be, if we are to solve some of the problems which face higher education and the Government today."

As an aid in carrying out this broad delegation of responsibility, we have set up in the Office of Education a Defense Council which meets regularly to consider ways and means of meeting emergency

problems. Commissioner McGrath, whom I think you all know, has designated certain members of his staff to deal with defense activities and to serve as the channel of communication between the Office of Education and other Government agencies, as well as with educators and institutions.

Many of these defense problems in education are not new. What has happened is that present pressures highlight gaps and needs that have been with us for a long time—as, for example, the diminishing, but by no means negligible, problem of illiteracy. You will be interested to know that, in addition to his other responsibilities as Assistant to the Commissioner of Education, Dr. Ambrose Caliver is working on this important educational aspect of manpower utilization.

In the past few months events on the international front, as well as at home, have reenforced the Federal Security Agency's long-standing conviction that education is democracy's first line of defense—that all Americans, regardless of race or creed, should have free access to educational opportunity. Within the year, this country has taken great strides in this direction, particularly in higher education. Scarcely a month passes without some tangible reminder from our courts that discriminatory practices in colleges and universities must end. Within the past few days the Supreme Court has confirmed the unanimous opinions handed down last spring. The year 1950 may well have heard the death-knell for second-class citizenship in America's institutions of higher education. I for one hope so. For otherwise we are playing right into the hands of democracy's enemies. Every injustice committed here in the United States against racial or religious groups becomes grist to the communist propaganda mill. Whatever their intention, Americans who aid and abet discrimination are writing copy for Radio Moscow. Make no mistake about it—the communists will broadcast to the four winds every such failure of ours. And as these winds blow hot over Asia, Africa and the Near East, they will dry up our once overflowing "reservoir of good will" in these lands.

We in the Federal Security Agency believe—as I am sure you do—that in these critical years there are four major lines of advance by which American citizens can most effectively utilize their Government's resources and leadership for the purposes of equalizing educational opportunity:

First, general aid to the States for maintaining and operating elementary and secondary schools; second, financial assistance for school housing; third, financial aid for qualified students unable to attend college because of economic hardship; and fourth, a comprehensive national survey of the rapidly growing community college movement.

Before it recessed, the present Congress had considered several bills proposing Federal grants to the States for various educational

purposes. One of these is the general aid bill covering financial help to the States for the maintenance and operation of elementary and secondary schools. Various bills have also been introduced which look toward the relief of the critical classroom shortage.

Two bills relating to secondary and elementary education, particularly in defense-impacted areas, were actually passed and became law. Both authorize Federal payments to certain local educational agencies to assist them in providing schooling for children toward whose education the Federal Government recognizes a special responsibility—those, for example, who live on Federally-owned tax-exempt property or whose parents work on Federal property, and those whose presence in the locality can be directly traced to war, defense, or other Federal activity in the area. One of these bills would help defray the operation and maintenance expenses of these school agencies, and the other the expenses of needed school construction. In addition, the school construction bill carries a provision for a nation-wide State-by-State survey of school building needs.

Though these measures have significance for the long-term development of American education, we still have a long way to go to reach the four-point goal of the Federal Security Agency's educational aid program. The features of this program of most direct concern to higher education are, of course, the scholarship and the community college proposals.

As to financial aid for students, we believe that a Federal plan is needed to help provide such assistance through scholarships or loans to qualified students who cannot afford to go to college. Studies show that even the best combined efforts—of students and their families, of private endowment and philanthropy, and of the States—would not add up to enough to meet this need. I think most Americans are ready for national action on this problem. A bill proposing a Federal program along these lines has already been introduced in the Congress and will doubtless be refined through debate and discussion. But it would be unfortunate if minor differences were to divide support on the basic principle. This investment in able young people is justified. It is needed now, in these perilous years, more than ever before.

The community college, which carries education through the first two college years as part of the local public school system, tackles the post-high school problem from another angle. By this fall more than 300 such colleges are in operation, of which about a third have been set up since the war. Following a recommendation President Truman in his 1950 budget message, the Office of Education has been making a study which should provide a sound basis for further planning throughout the country. More of these "people's colleges," as President Truman calls them, in more communities will help knock down geographical barriers to equal educational opportunities.

Even in less stringent times than our own, this kind of equality would demand long-term effort. But for the very reason that these are stringent times, we cannot give ground on the principle of access to education for all American young people, according to their capacity to benefit thereby not only as individuals but as contributing members of society. The realization of this principle depends upon the understanding and support of all our educators and educational institutions—and of all our citizens.

This principle is an intrinsic part of our democratic faith. For that very reason, our status among the Nations of the world will be determined in no small degree by our success in making the most of our collective talents, without regard to race, religion, or economic position.

"MAKING THE NEGRO LAND GRANT COLLEGE A STUDENT-CENTERED INSTITUTION"

By

Ambrose Caliver

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U. S. Office of Education**

As the Negro Land Grant Colleges enter the second half of the 20th Century, they find themselves at a crossroad where they must make some important decisions. The manner in which they meet the challenge that faces them will have a tremendous influence on the progress of Negroes, and of our entire Nation during the next generation.

At the heart of all the problems which have been discussed explicitly or implicitly here at this session is the student. Whether the problem is finances, organization and administration, teaching personnel or what-have-you, the crux of the solution lies with the student.

Who is he? How is he to be related to the institution, and how is the institution to relate itself to him?

In this time of crisis it behooves educators to take a new look at their enterprise, with a view to emphasizing the human side of the educational process. It is only by such a re-orientation that we shall be able to turn the trend of our civilization away from its extreme emphasis on materialism and direct it more definitely toward moral and spiritual values. Science can be made to serve this end just as truly as it aided the achievement of material and technological ends.

Thanks to the increase of scientific knowledge concerning the materials and methods most appropriate for teaching, the trends

toward more and better education programs is definitely on the upgrade. The scientific method has been utilized in studying communities and individuals for the purpose of identifying needs, discovering interests, and providing motivation to learning. It has aided in revising concepts, in formulating objectives, in developing instructional materials, in devising procedures and techniques, and in organizing and conducting classes. In short, the growth in our scientific know-how in respect to the learning process has enabled education to at least **look** forward to the time when it can keep pace with the expanding needs and interests of students, not only in the scientific and technical fields but also in the more important fields of personal growth and development and of human relations.

Before we determine what are the purposes and objectives of education, and the means best suited to achieve them, we should first, with the aid of science, determine what are the student's characteristics. Second, we should determine what are the needs of students—both present and foreseeable future needs—in relation to their community. Third, we should discover the characteristics of the community and its patterns of change which call for new concepts and adaptations.

What Kind of Education is Required

What kind of education is required to serve the present and future needs and interests of students? In light of the changes in the population, and in the factors which are playing upon it with such terrific force, trends in education should be of three general kinds.

It Should be More Extensive

Education must be more extensive in its reach. Henceforth, equal educational opportunity must include **all** types of students. Denial of the chance to continue to develop and grow consistent with one's needs, interests, and abilities is as discriminatory as denial of accessibility of schools. The principle of human worth and dignity should not be limited to young humans. History is replete with examples of great contributions at **all** ages. Who knows what the limits of achievements of anyone might be if he had encouragement and assistance at every stage of his development? And who knows from what mind, or hand, or heart might come the discovery, invention, or formula that might help to transform man and his environment?

It Should Be More Varied

If education is to be more extensive, it must also be more varied as to type. For the wider the coverage the more heterogeneous the population. Equality of opportunity does not mean merely making **something** available. That something must be suitable to the needs, interests, and abilities of the individual, both in

kind and amount. This means that, in addition to the traditional offerings, there must also be provided opportunities for those whose needs, interests, and talents are outside the limits of the traditional offerings. Students will want opportunities to improve themselves in the creative and communicative arts; to become better parents and family members; to learn better how to work, play, and worship; to achieve more competence in citizenship and social relations; and to live more effective, wholesome, and satisfying lives.

It Should Be Specific

Such a program as indicated here will comprise a variety of specific offerings, geared to specific objectives, of specific individuals. There will, of course, be a common core for groups of individuals with common interests and needs. But even here, the individual will be assisted in extracting from the learning situation those specific outcomes that are most closely related to his specific background and to his particular interests and needs. If this appears to be an almost impossible undertaking, it is because we are still thinking of education in the traditional and restrictive sense. The kind of program indicated by trends in the present needs and interests of students involves less "teaching" and more "learning"; less "talking" and more "thinking"; less "listening" and more "participation." In such a learning situation the teacher will be less prominent, the student more. The student will take greater responsibility for his own learning, and the teacher will "set the stage" and become more of a guide and counselor. The sooner we understand that learning is an individual and specific task the sooner shall we be prepared to provide the kind of education increasingly demanded by the growing child and adult.

Changes in Educational Concepts Necessary

This requires a reorientation in our educational thinking. In order to begin preparation for such a program as is demanded we must change our educational concepts regarding the purpose of education, the materials of education, the processes of education, and the time limits for education. In short, we must greatly alter our educational frame of reference.

The Purpose of Education

Recent discoveries in the field of psychology have confirmed the views advocated by a few persons for quite some time, that education should be concerned with the whole person and not just his mind; that the various phases of his being interact in such a manner as to bring into play the total personality in any given situation; that the body never acts as an independent entity without relation to the mind, and conversely, the mind cannot be indepen-

dent of its servant—the body; and that both the mind and the body are constantly influenced by the emotions.

In spite of this interrelatedness and unity, most of our teaching in the past has been directed toward improving the “mind” without regard to the other human attributes. This has often been called the intellectualistic approach in contrast to the personalistic. This latter approach recognizes the essential unity of the personality and attempts to involve all its components in the educational process. This concept broadens the purpose of education to embrace not merely the accumulation of knowledge, but the development of skills—biological and social—as well as intellectual. It also embraces the development of behavior patterns which involve feelings, appreciations, and ideals. This broadened concept of purpose is demanded at every level of education and particularly the education of teachers.

Life Furnishes the Curriculum

One trend in education is from a subject-centered curriculum toward a life-centered curriculum. Until recently, most of the materials used for instructional purposes consisted of reading matter found in books. These books represented certain aspects of the major disciplines, such as the communication arts, science, social studies, mathematics, and language and literature. They were designed especially to develop the mind through reading. By this means it was thought that young people could be given sufficient preparation to enable them to function effectively in all their relationships the remainder of their lives.

The experience of college students and the problems which most of them faced have made it clear that their earlier education was not only deficient, but that it did not continue long enough. At the same time advancements in the field of education helped to broaden our views as to the acceptance of other educational media than books, and furnished new techniques in the use of those media. We gradually came to the realization that curriculum materials should not be confined to books, and to things found only in the classroom; but that everything and every situation should be used for educational purposes.

When curriculum materials come directly from life and the everyday experiences of the individual, they will be suited to the interests and needs of the particular persons being taught. The time should soon come when no standard, rigid materials will be used in instructing students. Learning situations will be built upon student experiences and concepts as they relate to **their** work, family life, recreation, health, and civic and religious activities. Through such media their imagination and curiosity will be aroused, and their creative talents will be released.

Thus, the home, the playground, the church, the press, the radio, the movie, the occupation and the street—in short, all life's

activities—will be tapped for their educational potentialities. Their use by the teacher not only will make the formal instruction more meaningful, but this many-sided approach will also help in applying the personalistic concept to education, and hence in assuring a fuller development of the person as a whole.

Education Through Participation

It is not enough merely to bring the students into contact with a life-centered curriculum. That contact should be so vital and realistic that it will reveal relationships to his interests and needs. Thus we assist the student to move from a static, passive receptivity, to a dynamic, experimental participation. His effective learnings are in direct proportion to the extent of that movement. Projects, excursions, dramatizations, discussions, and work-experience will become vehicles for learning. If these activities are conducted largely through the problem-solving technique not only will growth in thinking power be enhanced, but education will become both interesting and enjoyable. Because of the number, variety, and urgency of the problems faced by students today, this approach lends itself admirably to their education.

Education Should Be Life-Long

The trend in the change of attitude toward the amount of education our citizens need may be seen in the gradual increase of the compulsory school age. The trend is also indicated by the increase in the level of schooling considered to be the desirable minimum for the average citizen, and which should be provided at public expense on a compulsory basis. At one time mere literacy was considered to be sufficient. Later a common school education was provided. Finally, our sense of social responsibility has advanced to the point where a free high school education is considered to be the right of every youth. Many States and communities are now beginning to provide free schooling through the fourteenth year. The thirteenth and fourteenth years, which in the past have generally consisted of traditional junior college work, are rapidly taking on the designation of community college.

The educational programs offered in these community colleges are not only for older youth; they are beginning to be designed also to serve the needs of adults as well. This is the logical extension of the fundamental principle of universal free public education for every individual, as long as he desires and can profit from it.

Methods Must Be Revised

Changes in concepts regarding the purposes of education lead to the inevitable corollary of changes in methods of teaching students today.

Toward Democratic Methods

One significant trend in education generally is from the authoritarian to the democratic method. When the purposes and materials of education are found in the needs, interests, and experience of the students, the printed page and the word of the teacher lose some of their authority. The worth of an idea, and the validity of a principle begin to be tested by their workability. This calls for give-and-take discussions and for free participation on the part of all. In such a democratic learning atmosphere, sometime one student may take the lead while at another time some other student may do so. The teacher, instead of attempting to be a walking encyclopedia, will frequently be the guide, the referee, or perhaps the final arbiter as to the best authority or source of information. All will be working together, democratically, as a learning team through individual approaches, toward common goals.

Approach of Psychology

The essence of the democratic method is the application of the principle of the worth and dignity of each individual. This means that each member of a learning group will be studied, and hence be taught, in terms of his interests, needs, concepts, abilities, and motives. Therefore, these attributes of students will form the psychological frame of reference for teaching them. When the teacher employs the psychological approach, he will give special consideration to the needs of students as they endeavor to express the four fundamental desires of every human being: The desire for security, the desire for expression, the desire for recognition, and the desire for affection. One important factor in the future progress of education is to the extent to which the trend will be toward greater emphasis on these desires through the application of psychology.

Making Learning Meaningful

In the past, much of the learning of students consisted of memorizing the printed page. Little effort was made to relate what was memorized to the current interests, and needs of the individual. We are now beginning to move away from this method of rote memory to that of meaningful activity. The changed concepts and life-centered materials mentioned earlier cannot be promoted through parrot-like memorizing of names and dates. They call for projects and materials which stimulate curiosity and which have a relation to the individual's everyday activities and his future goals. Such methods as indicated here give education not only an enriched quality, but also greater holding power. Their use in classes has been found to be positively correlated with increased enrollments and high attendance rates.

Making Discussion Free

If we are to educate for democratic living, we shall need to realize that democracy itself is a process. Hence, as pointed out earlier, the methods we use in achieving it must be consistent with the goals we seek. The selection of the content upon which the learning process is focused must be made democratically. This means that we shall proceed from emphasis on "safe" and traditional topics for discussion toward emphasis on vital and dynamic topics of current interest. Whatever concerns the learner will be considered a legitimate subject. Today it may be wages and working hours, or taxation, or crime; tomorrow, it may be child growth, reorganization of the school program, or world citizenship. There should be no limits save those of interests, needs, imagination and competence of students and teachers.

Synthesizing Knowledge

The trend toward relating learning to life inevitably pulls together the school subjects and activities which formerly existed as independent entities. It helps move from the "water-tight-compartmentalism" prevailing in traditional programs toward a synthesis of knowledge, skills, appreciations, and ideals. Thus recognition will be given increasingly to learning as a unified process, engaged in by a unified personality, for living in a unified world.

Conclusion

The Negro Land Grant Colleges are taking an increasingly important role in the life of the Nation. In terms of their enrollments, finances, and leadership they have made greater relative progress than any other group of institutions for Negroes. It is essential, at this mid-century period, that these institutions restudy their purposes and objectives and the programs they have devised for their achievement. This should be done in terms of the changes which have taken place and are now taking place in every area of our group and national life. It is only through such restudy and re-dedication that they can hope to make their full contribution to the maximal development of their students and to the national welfare.

"THE IMPLICATIONS OF REGIONAL EDUCATION PATTERNS FOR NEGRO LAND GRANT COLLEGES"

**An Address Delivered by A. B. Bonds, Jr.,
Commissioner of Education, State of Arkansas**

To

**The Negro Land Grant College Association
Meeting, Washington, D. C., October 18, 1950**

The subject on which I have been asked to speak is "The Implications of Regional Education Patterns for Negro Land Grant Colleges." The regional education patterns which exist today center largely in the South's regional education program. And before speaking of the implications of such a program—which implies prospects for the future—I would like to turn for a moment to the recent past.

I was here in Washington when I first heard of the movement by the Southern States to get together in a program of higher education. There was a congressional hearing on the idea, as some of you may remember. It developed that congressional action was not necessary, but at the hearings opponents argued several points.

First, they took the stand that the real objective was for the Southern States to get together and by joint effort organize a scheme that would get the South out of its "dual facilities" dilemma.

Secondly, they assumed that the main point of the program was for the several states to build and operate jointly "regional schools."

And, thirdly, they stood on the assumption that these regional schools would be operated exclusively for Negro students.

The reports that were published in newspapers and elsewhere gave support to these assumptions, and all the information many people had about the program or the plans for it were embodied in these reports.

It was in February, 1948, that the Governors of the Southern States signed a compact creating a regional education program, and in September, two years ago, the program came into being with a council and an executive committee set up to translate the plans into reality.

It was during this period that opportunity to come to grips with some of the problems of my own state developed—and I left Washington to become Commissioner of Education in Arkansas. Arkansas was one of the states entering into the compact for the educational program, and I have served as the state's representative on the executive committee of the Board of Control.

I have therefore had the opportunity of viewing the program's development at close range, and it is from the experience of par-

icipation that I come tonight to discuss with you the implications of such a program, not only for the Land Grant Colleges, but for higher education throughout a great geographic area of our nation.

My first official contacts with the program caused me to realize there had been a great deal of "stereotyped thinking" on this project. And I confess that I, too, had been led toward an "attitude" in regard to the program even before I had the opportunity, or had taken the time, to get at the facts.

But what I did find was this:

First of all, there was no plan in the works to establish a regional school of any type, at any place.

Secondly, there was no implication in the plans being drawn that the program was being designed either for Negro or for white institutions or students.

And, thirdly, the group that had undertaken the job of creating a regional program had done so without any set plan or specific instructions, handed to it like a prescription to be filled.

The only guide it had to follow, the only policies that were set down, were those contained in the by-laws. And Article 1, Section 1 of those by-laws sets forth the objectives in these words:

The Board shall be devoted to the task of assisting states and institutions and agencies concerned with higher education in their efforts to advance knowledge and to improve the social and economic level of the Southern region.

In aiding such states, institutions, and agencies, the Board shall explore fully, recommend, where desirable, and develop, where needed, interstate collaboration in the support, expansion or establishment of regional services or schools of graduate, professional and technical education.

Under that broad injunction, the Board in the past two years has taken effective steps to bring about improvement in and greater use of the educational institutions in the region. There has been no plan whatever to build and operate a "regional school" of any character.

I think it is obvious to all of us here tonight that creation of such a school to provide equal out-of-state facilities for Negroes—even if it were contemplated, which it is not—would be killed by the courts before the first brick could be laid.

But to keep the record straight as to what the regional program is and what its implications are, let me go a step further in clearing up some of the misconceptions. Its purposes and use so far as the question of segregation is concerned is shown most clearly in the records of the program's administration thus far.

In Maryland some months ago, an effort was made to involve the South's regional program in a segregation dispute. Some of you may be familiar with the case. Esther McCready, a Negro student, brought suit seeking admission to the University of Mary-

land school of nursing. Without the knowledge or consent of the regional program's Board of Control, Maryland used the regional program in its answer . . . said that through the regional program equal facilities for the student were being provided at Meharry Medical College in Nashville, Tennessee.

The Board of Control—made of the governors and educators from each of the compact states—intervened in that suit as a friend of the court. And in its intervention, the Board said simply this—and let me quote:

“The Board's position is that it shall make regional arrangements to supplement facilities within the States. It is not the purpose of the Board that the regional compact and the contracts for services thereunder shall serve any State as a legal defense for avoiding responsibilities established under existing State and Federal laws and court decisions.”

The Maryland Court of Appeals has granted Miss McCready's petition, and the case is being appealed to the Supreme Court.

It is also part of the program's written record on this issue that the Board Chairman, former Governor Millard Caldwell of Florida, has laid down this clear-cut policy: “The plan is not intended to relieve the states of any responsibility under the Fourteenth amendment of the United States Constitution, nor can it, for that matter.”

The Supreme Court's decision on the McCready case in Maryland on October 9, 1950 is an effective answer to critics of the regional program who have accused it of being an attempt to avoid constitutional requirements for equal educational facilities within a state.

The Court's action, in effect, sustains the position taken by the program's Board of Control. That Board, composed of governors and educators, stated in an intervention in an earlier court hearing of the case that the purpose of the regional program is to supplement facilities within a state, but not to “serve any state as a legal defense for avoiding responsibilities established under the existing State and Federal laws and court decisions.”

The Board of Control, the Executive Committee, and all others officially attached to the program have taken the only position possible on this issue. The Board of Control obviously must serve in accordance with the rules and regulations of the states and institutions in the area if it is to serve at all. It could not, and does not, have a policy for or against segregation. It serves some states with segregation laws and some which admit qualified students to professional and graduate schools regardless of race.

I think you will agree that it would be illogical and unrealistic to think that such an agency could control or dictate policies of the states and institutions, not only on this question but on any question affecting individual operation. Just as the regional program

cannot and does not operate to extend segregation, so is it restricted from any operation in the other direction. It does not seek, nor does it expect, condemnation or praise for its policies in this field. It is ironic that much of what the public read or heard about the nation's first regional education venture dwelt largely on this issue.

Whatever misunderstandings and misconceptions there may have been on this score have been settled so far as I am concerned—and I report to you as one who has been present at meetings of the Board and of the Executive Committee.

The real implications of the Regional Education Plan are to be found in the positive, constructive steps of the program—and not in the energy spent blocking its attempted mis-use. But I felt I should go into this at some length to clear away any misunderstanding on the background of the program.

When the regional program was first organized, a survey established that there were critical needs in the region in the fields of medicine, veterinary medicine and dentistry. Many states were sorely lacking in facilities, and those facilities in the region were not being made available in as broad a way as possible.

The result was a "contract for services" system, created so that states could buy student quotas at out-of-state institutions. That opened an avenue by which states could begin to meet some of their obligations to students, and at the same time carry part of the burden of the institution providing the education.

In the first year's operation of this plan, places for 388 students were provided under regional contracts. One hundred and 81 of these were for Negro students, incidentally, and 207 for whites. This fall, places for 584 students are being provided at 16 institutions, 402 white and 182 Negro students.

One example of what the program means in the way of financial support is seen in the fact that institutions participating in the program will receive \$782,500 in this academic year, 1950-51. The contracts provide that the money shall go for the improvement of that school or department providing the education.

The successful operation of this regional cooperation in these fields has aroused the interest of many educators and extension of the contracts-for-services idea is under way.

Completion of plans already initiated will in the future months find the states cooperating in regional action in forestry, social welfare education, nursing, and library science, to name some of the fields where definite steps have been taken.

I think you will be interested in how regional action is developed in these and other fields. That in itself, it seems to me, is a very valuable part of the over-all gains possible under regional action in education.

First, a commission is named by the Board's director to study the regional situation in the field under survey. That commission is drawn from all sections of the South. It is made up of members

of established competence and experience. It includes educators, professional people active in the field, representatives of agencies or organizations identified with that activity.

The commission has two basic responsibilities. It must establish what the South *has* in the way of an educational program in the field under study; it must make a competent, professional judgment of what the South *needs*. From these facts, it draws recommendations as to how the Southern States, by working together, can meet those needs.

The recommendations, after staff review, go to the Board, then to the states for any legislative action necessary. The program is activated by the institutions working through the Board.

What does all of this add up to? It adds up to the involvement of many people—educators, professional people, industrialists, political leaders—who have shared the experience of working together on an education problem that affects their state and their region. Incidentally, Negro members have been invited on every commission, and have served well in this opportunity to make contributions heretofore impossible.

Regional action is not limited to the “contracts-for-services” idea, but is being developed in various ways. Some of you may be acquainted with discussions already under way for joint use of research facilities, the possible exchange of faculty members, joint research projects, and the use of supplementary facilities within the region.

At the present time final arrangements are being worked out to make the vast facilities of at least two agencies in the South available to graduate students at universities and colleges in the region. A commission of prominent educators last May, after an extensive survey, found a great wealth of such resources within the Tennessee Valley Authority . . . plants and laboratories and libraries and personnel that none of you gentlemen, nor the representatives of *any* school anywhere in the South, could hope to duplicate.

Early next month a similar commission is to review the facilities at Air University, Maxwell Field, Alabama. I am confident that an equal wealth of facilities will be found there . . . facilities that are going to waste, if you please, when you consider their education potential.

The idea here is to work out a systematic plan whereby graduate students can do part of their research and study at these installations, and still be identified with the institution where they are enrolled.

These facilities will be available to the Land Grant Colleges as to all other institutions in the region—and the implications for progress here under regional cooperation are unmistakably clear.

Now under way as another major project of the regional program is the development of a self-evaluation guide . . . something

in which I believe every institution president will share an interest. When completed it will provide a means of measuring the quality of an education program . . . a means that can be invoked by the institution itself, and applicable to an assortment of individual problems.

The preparation of that guide has been no small task. It has taken almost a year's work by a group of distinguished educators. It is a product of cooperative, regional effort.

I mention this and the other programs to illustrate in a very concrete way that the Southern regional educational program is dedicated to much higher purposes and looks to much wider horizons than those attributed to it by its critics at its formation months ago.

Not the least of its value, so far as you and your own problems are concerned, is the forum it offers for a mutual discussion of these problems along with others common to every state in the South. Never before has the South had such an agency . . . never before have we had this environment so favorable to the development of an understanding of our problems. That environment is an elementary factor—a prerequisite—to progress.

The Governors, legislators, and citizens of the South have been overwhelmingly enthusiastic about the two year accomplishments and future prospects of the regional program. Together they have forged a new instrument for lifting the economic level of the region. Their efforts can go forward with increased speed, now that one of the favorite misrepresentations of the program has been eliminated. The sole purpose of the regional program is to improve higher education for all citizens throughout the South.

I do not come before you with a message that this regional effort to improve higher education in the South is the magic formula to the great problems that confront this particular group. Please do not misunderstand me on that score. The program was not designed for that purpose. But it is time that we rid ourselves from the yoke of stereotyped thinking . . . that we stand clear of "automatic attitudes" that can not stand up under the test of facts.

The regional program is one in which men of unquestioned motives have joined to develop a better system of higher education. It is supported by distinguished educators who have examined the program for what it is and what it is doing. The program has won the endorsement of Dr. John Dale Russell, Director of the Division of Higher Education, U. S. Office of Education; of Dr. George F. Zook, president of the American Council on Education; of Dr. Ralph McDonald, executive secretary of the Department of Higher Education, National Education Association. The list could go on and on.

This I hold to be an unquestionable point: that only through education can the South arrive eventually at its destiny. The

Southern Regional Education Program, working to improve the level of education, is helping to turn the wheels in the right direction.

It merits your support as citizens and educators of similar ideals and hopes and aspirations for the future.

ADJUSTING THE NEGRO LAND GRANT COLLEGES TO SOCIAL CHANGES

By

James M. Nabrit, Jr.,

Professor of Law and Secretary of Howard University

The theme of the Negro Land Grant Colleges "At Mid-Century in Retrospect and in Prospect" is a highly intriguing one. However, after the very thoughtful and provocative discussions by Dr. Will Alexander, President John W. Davis, Dr. D. O. W. Holmes, the Honorable A. B. Bonds, Jr., and Dr. Ambrose Caliver, the prospect of contributing anything new and constructive to this theme on the last morning of this Twenty-Eighth Annual Session appears quite doubtful to me. Each of the speakers has addressed himself to social changes and to adjusting the Negro Land Grant College to them even though that has not been his specific subject so that in some respects I presume my remarks shall seem somewhat in the nature of a summary.

To what social changes must the Negro Land Grant Colleges adjust themselves.

It appears to me that the world today is involved in a great social revolution in which masses of people are seething with a desire for economic security and political freedom, and above all with a desire to throw off age-old imperialistic yokes. These aspirations have been manifested in India, China, Indonesia, the Dutch East Indies, the Philippine Islands and elsewhere in many forms, ranging all the way from peaceful to violent. Even in Africa the last great stronghold of imperialistic powers, faint emanations of native dissatisfaction have appeared. The voice of Azikiwe is not alone. Even among the western powers and the so-called democracies, the laborer and the agricultural workers are engaged in a gigantic struggle for an enlarged economic and political freedom. Along with, and in some instances as an indistinguishable part of, these stirrings for a larger share of this world's goods is the great threat and push of communism and the Soviet Union, which seeks to capitalize on these natural strivings of exploited, undernourished, and powerless people for a more adequate participation in the good things of life, by characterizing and disguising the communistic philosophy and machinery as the voice of the people and as the

apparatus for economic and political liberation. This great world struggle is colored with the undertones of racial antipathy and color prejudice. In such a struggle, vast social changes are rapidly occurring. In the short space of five years our allies of yesterday are our implacable foes of today. In spite of the fact that the Germans and the Japanese threatened our lives and security a few short days ago, we now hasten to arm them and to stabilize their economy as a measure of self defense. Generations of British rule have been ended peacefully in India. Bloody civil war has ended the rule of Chiang Kai-shek over the vast country of China, while battle still rages in Indonesia where an attempt to maintain a colonial system still persists.

When one views this titanic struggle in the world today and the onward march of masses of people in a resistless determination to achieve freedom, liberty and security he is reminded that the United States is not immune from this struggle nor is it isolated from its consequences. The resistance in certain sections of the United States to the natural strivings of racial minorities for a fuller participation in the fruits of democracy can no more halt the achievement of democracy by these minorities than can the rest of the world continue to exploit submerged peoples. All state supported segregation is doomed. Already breaches have been made in this wall of resistance: the election of President Truman after his vigorous campaign for civil rights and for labor, the report of the President's Committee on civil rights, the breakdown of segregation in baseball, bowling, tennis and other areas of sports, the program of the Army, Navy, and Air Force for the elimination of segregation in the Armed services, the appointment of Hastie to United States Circuit Court Judge, the elevation of Dr. Ambrose Caliver to Assistant to the Commissioner of the United States Office of Education, the great role of Bunche in achieving peace in Israel, the tremendous legal victories in the Henderson Case, Sipuel Case, Sweatt Case, Restrictive Covenant Cases and the McLaurin Case, all have been staggering blows against those who would resist the spread of democracy to all the people in this Country. In effect in the Sweatt and McLaurin Cases, the Supreme Court has said that sound educational policy in a democracy requires education without racial segregation for all the citizens of a state. Today, as a result thereof, we find Negroes in Law Schools, in Medical Schools, in Graduate Schools, and in one college, in classes without discrimination behind this wall of resistance, in the very camp of the resisters, in Texas, in Oklahoma, in Arkansas, in Virginia, in Kentucky, in Maryland, in Delaware and in the District of Columbia. We find other Negroes knocking on the doors with increased force and vigor in North Carolina, in Louisiana, and in Tennessee. I am aware that not only are some whites resisting this change but also some Negroes and it even appears as if one or two of the persons in this group are lending some aid and comfort

to the enemy. All these world-wide social changes, these breaches in the wall of resistance in the South, the closing of the Municipal College in Louisville and its integration with that of Louisville University must of necessity exert a strong influence upon the Negro Land Grant College. These are the social changes as I see them to which the Negro Land Grant College must adjust itself.

In my opinion, this adjustment is simple and may be briefly stated. In the first place, the Negro Land Grant College should, it appears to me, accept these basic assumptions:

1. That segregation in education in the South from elementary to graduate and professional training is a contradiction to our principles of democracy and will be ended within this present quarter of a century.

2. That segregation in education at the college level will be ended in the South even sooner—possibly within a decade, certainly within two decades. That segregation in education that the graduate and professional level will be ended in the South in five years.

3. That there are not enough educational plants and personnel in the South for the first class training at the college, graduate and professional level.

4. That no efficient and valuable plants nor personnel will be discarded when integration becomes a fact.

In the second place, if these assumptions be sound and it is my opinion that they are, the Negro Land Grant College should:

1. Seek to improve and develop its educational plant to a maximum degree of efficiency.

2. Seek to acquire and improve its personnel in accord with the highest academic standards.

3. Seek to develop its existing curricula to the highest possible levels as indicated by the best in American education.

In the third place, in my opinion, in order to do these three things, the Negro Land Grant Colleges will have to cease expanding horizontally and stop dissipating the funds at their command with thin offerings and skimpy staffs, and insist upon vertical development by strengthening the departments which they have by securing additional supplies and materials, personnel and library facilities. The Negro Land Grant Colleges must resist political efforts to saddle courses and curricula upon them which they are not organizationally nor financially equipped to operate on a high level of efficiency. They should resist efforts to use them to nullify recent Supreme Court decisions. Basically the Negro Land Grant College should seek to become outstandingly efficient in the areas of work historically a part of the Land Grant College so that as integration comes each of these institutions will without any difficulty or question be incorporated within the educational system of the state as one more constructive and efficient part of an inte-

grated educational system in a real democracy. In short, the Negro Land Grant College must adjust its program to an integrated system of education in the South, where segregation will no longer exist, where competition will be terrific, where inferior plants, poorly trained teachers, weak administrators, curricula inadequate for a democratic society, and unsound educational policies which are repugnant to our democratic ideals will no longer be tolerated.

In conclusion, it is my thesis that there will in fact be no Negro Land Grant Colleges as such in the near future, and therefore, the primary objective of the present Negro Land Grant Colleges should be that of all other educational institutions in a democratic society. They should be concerned with the full development and use by each student of his inherent potentialities. They should be concerned with a synthesis between general and special knowledge so as to more constructively serve the best interest of society as a whole. We must cease turning out specialists who lack a sense of our society as a unit and who assume no responsibility for it. These colleges must aid in the development of adequate personal philosophies and train our students to assume adult responsibilities, both civil and social. More buildings, more teachers, and more equipment will not mean necessarily more or better education. Every citizen, youth and adult, is entitled to that education in our democracy which will give him an understanding of our government, our economic and social institutions and the questions underlying our industrial society. It is to the solution of these basic needs in our society that our colleges must adjust themselves through their resources, physical and human and their philosophy. This adjustment of American colleges in our swiftly occurring social changes is not an easy one. It will tax our spirit, our genius and our capacities to the utmost. Its achievement is of the essence of democratic government. Its consequences involve the survival of our democracy. If we would preserve our way of life, protect our institutions, and assure our security, our educational institutions including those colleges now designated as Negro Land Grant Colleges, must not fail to make this last spiritual and philosophical adjustment—this welding of an age of specialization with an individual assumption of responsibility for the world in which we live, and a group concern for the high possibilities of each human being in our society.

THE RURAL INDUSTRIES PROGRAM

By

A. George Nathanson

The Rural Industries Program enables us to shape the Negro Land Grant Colleges to a more functional teaching practices. It presents the opportunity to direct the student to assume a realistic practical approach as to his worth and service in his local community; and also presents the part that he can take on in promoting the economic, health and social well being of himself and neighbors.

It enables the college to identify the reason for its existence, and through adult extension service programs the faculty and student-body move out of the confines of the campus into the community.

"Know-how" demonstrated through simple practices presents the college the way to bring about self-help uplift of the communities. The activities taken to diversify the crop production will bring about a variety of vegetables and livestock that can enable them to improve their health through better-nutrition meals, save money on their foods needs, and, all in all, develop the student leaders, to assume responsibilities and develop their initiative as administrators and catalytic agents.

In the growing crisis of the shortage of consumer goods, both in urban and rural areas the program will promote the production and fabrication of food products of all kinds, plus handicrafts; staples that can provide increased well being of all in the community, plus labor and industry for idle hands of the women and men. It will help to create new cash income.

The overseas needs of bringing forth foods, apparel and housing products can be provided on the spot by capable trained men classified in limited service, also those past the age of forty (40) years.

These teams of technicians, specialists, and administrators, composed of men from the colored peoples and Negro Land Grant Colleges will accomplish wonders in improving our position in the minds of peoples of color, in other lands who at this time are confused about our world policy, our crusading efforts and problem areas in our own country. It will counteract the Soviets' propaganda to win over to her side and ideology the colored peoples throughout the world.

The Armed Services or Forces in a fighting war wherever it may be should have teams of men as described in the preceding paragraphs in order to produce consumer goods, food staples and shelter so that if a bottleneck in shipping should occur, and if our supply ships should be torpedoed by submarine fleets, our troops and the civilians of the area can keep themselves alive and become

less of a burden draining our nation of food supply and consumer products.

Also it enables the civilians in possible conquered theaters of war to help themselves as well as earn cash by supplying our troops with food stuffs and gear. The Armed Forces should have these reconstruction and economic development teams in uniform without rank. Once the army moves on, other teams having Negro members can follow under the point four (4) program of the State Department or else be attached to the United Nations Technical Administration.

In order to launch this program, starting with one or two, and then spreading to all of the Negro Land Grant Colleges, it requires a revolving fund to help set this program in motion.

February 5, 1951

MEMORANDUM FOR CHAIRMAN, MUNITIONS BOARD
Room 3E 808, The Pentagon

SUBJECT: Proposals on Small Rural Industries

1. Attention is invited to memoranda and correspondence inclosed herewith bearing upon this topic. These inclosures outline attention given to this subject in 1942 by the War Department and the War Production Board.

2. This office is informed that the proposals outlined in the inclosures are being brought forward and reshaped for presentation again to the presidents of the Negro Land Grant Colleges, with a view to facilitating further developments among the rural populations which are reached through the Extension Services of these institutions.

3. Here, areas of operations and influence extend far beyond those contemplated in 1942. This office, for example, is currently concerned in coordinating military activities in a friendly, foreign nation, which at the same time is enlisting United States aid in the development of natural resources along the lines outlined in the inclosures.

4. It is considered appropriate that aspects of these developments, both with the Negro Land Grant Colleges and with overseas areas, which relate to the development of resources needed in the present emergency, should be referred for information and appropriate attention to the Munitions Board.

JAMES C. EVANS
Civilian Assistant to the
Secretary of Defense

WAR PRODUCTION BOARD
Washington, D. C.

Planning Committee

In reply refer to:

COPY

WAR DEPARTMENT
HEADQUARTERS, SERVICES OF SUPPLY

Washington, D. C.

SPOPP 400

September 15, 1942

SUBJECT: Development of Natural Resources.

TO: Mr. Robert Nathan,
Chairman, Planning Section,
War Production Board
Social Security Building
Washington, D. C.

1. The development of natural resources in those theatres of operation where United States Army troops are now located is of interest to the Army. Any additional supplies which can be secured within the theater inevitably mean a reduction in those supplies being sent overseas and, hence, in the shipping required for that purpose. Any program which will increase supplies available to the Army by the development of natural resources in the theatres of operations should be pursued to the fullest extent possible.

2. It is, therefore, suggested that the program sponsored by Mr. Nathanson be investigated as to its feasibility of producing additional supplies for Army use. Particular emphasis should be placed on the time element involved and the type of personnel and equipment which would be required to be furnished by the United States in developing such a program. It is requested that the investigation be coordinated for Army requirements through the Office of the Assistant Chief of Staff for Material, General Clay, and through this office for type of personnel required.

For the Commanding General:
LeR LUTES,
Brigadier General, G. S. C.,
Assistant Chief of Staff for
Operations, S. O. S.

s/ F. A. HEILEMAN
Colonel, General Staff Corps,
Deputy for Asst. Chief of Staff for
Operations, S. O. S.

OFFICE OF PRODUCTION MANAGEMENT
SOCIAL SECURITY BUILDING

Washington, D. C.

MEMORANDUM

TO: Mr. Robert R. Nathan

FROM: R. Burr Smith

SUBJECT: Comment on the Small Rural Industries Proposal

Attached is a study of the possibilities of developing small rural industries to meet consumer goods shortages resulting from the war production program. The study was prepared by Harry Clement of the Farm Security Administration, George Nathanson, former advisor to native Indian State governments, the Cuban government and other organizations on rural industries, and R. Burr Smith of the staff of the Planning Committee; it indicates that:

1. Sizable unused reserves of manpower and resources exist in rural areas which will be difficult to utilize in this present industrial program.
2. This productive capacity may, however, be effectively mobilized in small units in the locality.
3. By using these resources, production of many short consumer goods can be provided without limiting the war effort.
4. Increased local production, processing, and preservation of goods would ease transportation problems.
5. Many agencies now exist which, if coordinated, could provide the necessary training and technical direction for a small rural industry program.
6. Actual experience with small rural units shows that they can be productive at a reasonable cost.
7. Development of a rural production program would provide an opportunity for some small urban plants to continue production by transferring their equipment and management to rural areas where materials and manpower are available.
8. To obtain production from the unused manpower and resources in rural areas, a coordinating agency with funds is necessary, which will utilize present staffs of federal, state, local, and private organizations.

The Murray Bill, which will shortly be enacted, provides for a Smaller War Plants Corporation, with a capital of \$200,000,000, under the War Production Board. The Bill provides an authority through which small rural industries might be developed.

While the total production that could be expected from the proposed program within a short period would be small in terms of national needs, any production from such sources is not a gain to the whole economy and also would provide a considerable benefit to areas least able to meet the high prices of the moment from previous sources of income.

In specific cases, the small rural industry program could make significant contributions to the war effort. For example, critically needed war housing in the Southeast is now stopped because of lumber shortages. Yet the potential productive capacity of small stands of timber in that area could, if mobilized, meet the shortage.

Establishment of the proposed program would not call for the development of a large organization. Federal, state, local and private agencies would provide the great majority of the needed staff. In this connection, the Department of Agriculture has already stated that all of its facilities are ready to be used for this program at a moment's notice. Similar support and interest has been shown by other agencies.

A decision should be made at this stage whether the proposed program should be undertaken as a part of the Smaller War Plants program or should be turned over to some other agency for development.

Among the more important reasons for considering that the proposed program should be undertaken by the War Production Board are the following:

1. A successful program involves the cooperation of agriculture, industrial and training personnel now scattered among a number of agencies. Coordination of the efforts of these agencies may, perhaps, be easier through an independent organization, than through any single one which has been operating in a limited area only and has been participating in inter-departmental feuds.
2. The only excuse for adopting the program at this time is that it will produce results. Many existing agencies have operated in rural areas with a welfare objective. If practical, productive results are to be obtained, the welfare viewpoint must be checked.
3. The Murray Bill will place responsibility for a Small Industries program in the WPB. The proposed program fits into the picture and would contribute the only real opportunity for increasing the supply of materials for civilian consumption, which is the primary bottleneck for small business.

THE POINT FOUR PROGRAM OF TECHNICAL ASSISTANCE

By

Ella W. Griffin

Division of International Educational Relations,
United States Office of Education,
Federal Security Agency

The current Point Four Program of Technical Assistance is an old idea with a new application. It entails the lending of experts by one country or its nationals to another country or its nationals. The Christian Science Monitor recently pointed out that:

"The bottleneck in Point Four is not going to be getting funds, or finding projects that need American know-how, but in getting able Americans to give up creature comforts of living in the USA for a couple of years or more to work in jungles, deserts, and backward areas."

The Negro Land Grant Colleges have, oftentimes, much more to give to cooperative programs of technical assistance than many of the others of our "grass roots" institutions. In return, it is clear that increased opportunities for cooperative working experiences with many people from many countries will do much to give to the people in these colleges a feeling of mutuality and a sense of the wholeness of their relations with the rest of the world.

Fourth And Concluding Report On The Special Project

*The Improvement of Agricultural
Education in Negro Land Grant Colleges*

PART IV

FINAL REPORT ON AGRICULTURAL PROJECT

CONFERENCE OF PRESIDENTS

OF

NEGRO LAND GRANT COLLEGES

Established in cooperation with the Conference of Presidents
of Negro Land Grant Colleges and the Office of Education

June 12, 1960

FEDERAL BUREAU OF EDUCATION

Office of Education

Washington, D. C. 20540

Fourth And Concluding Report On The Special Project

*The Improvement of Agricultural
Education in Negro Land Grant Colleges*

By R. M. STEWART

TO THE
CONFERENCE OF PRESIDENTS
OF
NEGRO LAND GRANT COLLEGES

Published in cooperation with the Conference of Presidents
of Negro Land-Grant Colleges and the Office of Education

June 30, 1950

FEDERAL SECURITY AGENCY

Office of Education

Washington 25, D. C.

APPENDIX

- A—Procedures Suggested, Tentative (101647S)
- B—Suggestions for Interviews and Study (103047S)
- C—Letter to President L. H. Foster (6348s)
- D—Progress Report on the Special Project, October 19, 1948, to the Annual Conference of Presidents of Negro Land Grant Colleges.
- E—Suggestions to Consultants (12148S)
- F—Conference of Directors of Agriculture (101848S)
- G—Suggestions for Discussion, at Special Conference of Directors of Agriculture.
- H—Potential Candidates for Central Committee (71648S).
- I—Tentative Questions for Consideration and Discussion on the Improvement of Agricultural Education (61549S)
- J—The Special Negro Project—Annual Report for 1949.
- K—Suggestions for Further Study (101948S-2)
- L—Selected List of Agricultural Books.
- M—Persons Living on Farms—Classified as of 1945.
- N—Enrollment in Negro Land Grant Colleges 1948-49.

The documental list of materials presented in the multiple copies—and listed above—have been omitted from this mimeograph for obvious reasons. See pages, 5 to 9 of this text for descriptive statements on the several items.

Appendix D was mimeographed, 1948, for use in the further progress of the Project. A few copies remain for distribution upon request until the supply is exhausted.

Appendix J was mimeographed for the members of the Conference of Presidents. Part II only was distributed at the Annual Meeting, 1949. Not available for distribution.

Appendix L was mimeographed, 1949, designed to assist directors and staffs in improving materials of instruction. Copies are available upon request until the supply is exhausted.

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*K. W. Green, Chm., Administrative Committee during the search for President.

Associate Members

Atlanta University, Atlanta, Georgia.....R. E. Clement
Bordentown Manual Training School, Bordentown, N. J.
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Hampton Institute, Hampton, VirginiaAlonzo G. Moron
Howard University, Washington, D. C.M. W. Johnson
Texas State University for Negroes, Houston, Texas
R. O'Hara Lanier
Tuskegee Institute, Tuskegee Institute, Alabama....F. D. Patterson
College of Education and Industrial Arts, Wilberforce, Ohio
C. H. Wesley
W. R. Banks, Director, Public Relations, Prairie View A. and M.
College (Life Member)

PREFACE

This is the fourth and concluding report to the Conference of Presidents of Negro Land Grant Colleges concerning The Improvement of Agricultural Education in Negro Land Grant Colleges. In this project, Agricultural Education is understood to relate to both professional and technical agriculture. In the first report which was made preliminary to the professional visits, the general plan for the project was presented, and special discussions were held with the Directors of the Agricultural Divisions of these colleges. It was stated in this report that "this Special Project is designed to set a program of study for the advancement of technical and professional education in these colleges on the basis . . . of conditions such as may be found in the several institutions and to make recommendations from time to time to this body through the properly constituted committees as set forth in the Program of this Conference for 1947, and included in the President's Report of the development referred to above.

Although some modifications have been made in the plan of operation, on the whole the original plan has been followed in conducting the projects through the three-year period. Each report has conformed to the idea of a five-front attack: Objectives, students, staffs, curricula, and facilities, as the major approaches to the improvement of agriculture.

With the exception of the preliminary report, all have been characterized as progress reports—and cumulative. Since this is a concluding statement, it has seemed wise to review important features briefly and to indicate procedures by documentary support to show by what plan the details of the study have been handled. In connection with these five general sections, action programs were made basic to cooperation on the part of the staffs in agriculture at the beginning. These have been considered basic throughout the period of the project and still are considered basic to whatever sequel of professional development may come as this period comes to a close.

All of the institutions listed as Land Grant Colleges for Negroes, plus Hampton Institute, Tuskegee Institute and Georgia State College* were visited during the first year. Verbal and written reports were made to these institutions by the consultants. The same procedure was followed for the first half of the second year, following the completion of the plan for consultant visits. During the last eighteen months, contacts with the institutions have been continued by the Director in twenty-five two-day conferences covering the entire area.

*No longer listed as a Land Grant College.

The staff at the beginning consisted of the following personnel:

- R. M. Stewart, Professor of Rural Education, Emeritus, Cornell University Director
C. M. Hampson, Professor Farm Management, Extension Economist, University of Florida Consultant
L. J. Horlacher, Assistant Dean, University of Ky. Consultant
V. G. Martin, Professor of Agricultural Education, Mississippi State College Consultant

Special Assistants from the Colleges:

- C. King, Assistant Director, Agricultural and Industrial College, Tennessee.
J. L. Lockett, Director of Agriculture, Virginia State College, Petersburg
E. M. Norris, Professor of Agricultural Education, Prairie View A. and M. College, Prairie View, Texas.
L. A. Potts, Director of Agriculture, Tuskegee Institute, Tuskegee, Alabama.

Special services have been rendered graciously and proficiently by many organizations and groups, which have been very helpful and very much appreciated: The Office of Education for its contribution in housing the Director and the Secretary, for contributing supplies, and also for helpful advice and courtesies beyond count; and for dissemination of reports; the State Departments of Education in the seventeen States; the Soil Conservation Service; members of staffs from the other Land Grant colleges within the States; members of other Land Grant colleges; special central committees to advance agricultural education; also the Presidents, deans and other administrative officers for Land Grant colleges for Negroes; the Directors of Divisions and their staffs; and many individuals whose helpful suggestions have made special services more effective. Thanks are due all of these people thus concerned for a fine spirit of helpfulness.

It is important to recognize the generosity of the institutions concerned in assuming the added financial responsibilities incurred by instituting the plan of circuits for the latter part of the period. This has been a very helpful service which implemented completely outlays for travel and maintenance for the twenty-five circuit conferences made by the Director.

The point of view expressed throughout the period by all interested in the improvement of agricultural instruction is suggestive of what these Land Grant colleges are doing and may do further to develop worth in an increasing number of individuals for the opportunities and advantages pertaining to employment either on the land or in occupations and professions related thereto. It is the conviction of the Director that this large group now on the land

have a great heritage to preserve in behalf of greater freedom and greater responsibility—to which the Land Grant colleges have a fundamental contribution to make.

R. M. STEWART, Director

June 30, 1950

THE IMPROVEMENT OF AGRICULTURAL EDUCATION IN LAND GRANT COLLEGES FOR NEGROES:

FOURTH AND CONCLUDING REPORT

I. INTRODUCTION

On October 23, 1947 the first report of progress of the special project designed for the improvement of instruction in technical and professional agriculture in land grant colleges for Negroes was presented to the 25th Annual Session of the Conference of Presidents of Negro Land Grant Colleges. Considering the growing significance of agricultural education for Negroes at these colleges, more responsibilities and services are laid at their doors. These responsibilities and services relate to the interrelationship of the collegiate level of agriculture to other similar relationships for education, industry, home economics, and business, and to many other practical fields.

Since the workers in agricultural pursuits and leaders in other rural services must have broad preparation for life-careers outlets, these responsibilities and services will require some modifications in the general subjects. This interrelation must be accomplished without sacrificing special courses and experiences in agriculture itself in which vocational competency and economic independence are gained. This has presented us with an engaging problem.

The project proposed, therefore, was designed primarily to evaluate human and natural resources within the areas of the several States. It was a project of appraisal of achievements already attained and one of discovery of ways and means for meeting new demands. The studies that were proposed and suggested for study and appraisal involved a certain amount of factual data pertaining to the work of these institutions. Since no large survey staff was available, it has become largely a project of self appraisal—the presidents, directors, and staffs, respectively assuming as much responsibility as circumstances would permit. The procedure, likewise, had to be informal. The data would point to appraisal, to conferences and to programs of action.

The problem with its contributory and other connections, had been—for the time—resolved into certain tentative questions. These were questions of:

1. The location, classification, organization, migration, and education of all the people within appropriate areas of the

- States, as are or may be prepared for attendance at these colleges, or who may **in any way** be served by the colleges.
2. The determination of the character, the content, the organization and the procedures of instruction and related services, that are desirable for the development of agricultural leaders in institutions of this type.
 3. The discovery further, of new but related areas of instruction and service in which institutions of this type may be expected to engage for the welfare of their constituents, based on a knowledge of what the State resources and prospects are.
 4. The emphasis to be given to "wellroundedness" of personality and character in all students—for the sake of a wider and more substantial range of employment opportunities for Negroes, and also for other opportunities that are derived from the intellectual activities involved.
 5. How collegiate institutions should promote the articulation of the college with: (1) The elementary and secondary schools; (2) other schools of comparable standing; (3) higher schools of widely differentiated foundations; and (4) social and economic agencies and institutions.

The above questions were prefaced on the idea that the divisional staff in agriculture would assume a large measure of the responsibility involved for the improvement of instruction, in whatever aspects the responsibilities appeared. Action programs were proposed for the staffs from the beginning and this has been a special feature of the project throughout. The complexity of difficulties indicated definitely the larger scope of the undertaking, but no assurance was made that actions programs could be begun—even within the three-year period. The purpose has obtained throughout to select wisely what was to be undertaken—utilizing as fully as possible under the circumstances—whatever the institutions had and what studies of particular significance had been made.*

At the 1947 meeting of the Conference, seventy classified questions were submitted in mimeograph, indicating the broad scope of the problems—with suggestions for interviews and studies. A separate list of mimeographed questions—particularly for the Directors of the Agricultural Divisions, who were meeting in connection with the Conference—was presented at the same time. Both lists were designed to define the broad areas and to provoke discussion. See Appendix A for these lists.** In the list for inter-

*Joseph E. Gibson, Director, and Others, *Mississippi Study of Higher Education, Part V. The Development of Negro Education*, Chapter IV, pp. 317-342. A good statement of the general situation.

**Extending the Services of the Land Grant Colleges. *Proceedings of the Conference of Presidents of Negro Land Grant Colleges. Twenty-Fifth Annual Session, 1947, Washington, D. C., pp. 79-86.*

views and study, seven categories are used relating to: (1) Students; (2) teaching staff; (3) objectives; (4) curriculum and course making; (5) teaching; (6) facilities available for the program; and (7) relating to priorities of needs within an action program.

In the second list of tentative questions proposed, the following main questions were raised:

- (1) What are the objectives within the agricultural divisions of the colleges, that are effective at the present time?
- (2) Who are the persons to whom the objectives apply?
- (3) What factors and trends create need for varying types of education at college levels?
- (4) What is the relationship of the teacher to the curriculum: who should teach on college staffs, what should be taught and to what channels should students be directed?
- (5) What facilities are now available to implement the programs satisfactorily?
- (6) What are the priorities of agricultural services within the States?
- (7) What special studies should be undertaken?

The Beginnings of the Project

The full purpose of this project cannot be understood fully unless consideration is given to certain activating committees of the Southern Regional Conference for Agriculture, Office of Education, which represents most of the States within which land grant colleges for Negroes have been established. In 1944 this regional conference—through a special committee on the Negro Program of Agriculture within the colleges recommended the improvement of teacher-training programs in these colleges. They said that “present facilities in colleges for the training in skills was inadequate” and pointed out that the college farms “should provide for opportunities for training in farm skills and the use of improved farm practices.” They presented further that college curricula needed revision, that “courses in technical agriculture and agricultural education should be developed on a practical basis,” that practice-teaching centers should be selected “at departments that have complete programs.” A full and helpful statement was made to the Conference.

In the further study of this problem at the 1945 Southern Regional Conference, three of the main points of emphasis related directly to the main purpose of the project: the improvement of the technical training and operative skills of teachers of agriculture; the improvement of instruction; and the improvement of facilities for instruction. Reference was made particularly to the inadequate facilities of the agricultural colleges for Negroes, the failure of their staff to use facilities advantageously, and the lack of contact of staff

with the Negro farmers. Immediately following these two conference meetings, a study was made of the staff of these institutions. It was found that forty-one percent did not meet the minimum requirements of a Master's degree which is required commonly in first-class colleges and universities. Furthermore, it was found that many of the same agricultural staff members had secured their undergraduate preparation ten to fifteen years ago when the quality of instruction in these colleges was below present requirements.

This need for improvement was discussed with the 1945 session of the Conference of Presidents. A committee was appointed consisting of Dr. W. S. Davis, President of Tennessee Agricultural and Industrial College, Chairman, Dr. W. H. Gray, Jr., President of Florida Agricultural and Mechanical College, and Dr. L. A. Davis, President of Arkansas Agricultural, Mechanical and Normal College—also currently President of the Conference of Presidents. This committee with the assistance of the U. S. Office of Education made its report and recommendations to the Conference of Presidents at the annual meeting in October, 1946. The Conference took immediate action by authorizing a joint committee representing the Conference of Presidents, the Office of Education—Higher Education and Vocational Education—to give further consideration to this proposal. Dr. John W. Davis, President, West Virginia State College, Chairman of the Executive Committee of the Conference of Presidents was named Chairman of this joint committee. A satisfactory agreement was reached as to the general character of the project. Authority was passed on to a special committee to seek a grant from the General Education Board. A grant was made for the three-year period ending June 30, 1950.

Purpose

As already indicated the special project was designed to improve the quality of education in technical agriculture and related subjects of the land grant colleges for Negroes in the States in which such colleges were located. Provision was made for three types of services: (1) The establishment of scholarships and fellowships to promote graduate study on the part of staff members; (2) the holding of meetings of the agricultural directors with the consultants to discuss the problems and issues involved; and (3) to provide for a professional staff of consultants to "visit singly each college and spend at least one week during each year . . . in conference, study, evaluation and cooperation with the faculties in bringing about the desired agricultural improvement."

The preliminary preparation of the materials referred to above and reported to the Conference of Presidents indicated the broad purpose of the study and gave the project its basic directions. This broad purpose was recognized in the earlier reports—embracing the main features of the project. These features have remained

constant for the entire period. As projected, the purpose embraced the study and expanding the objectives of the institutions, the number and type of persons to be reached by instruction—the human resources involved, a consideration of the selection and qualification of those who teach—including the successful placement of graduates and abilities of teachers to develop competencies in the students. It related further to curriculum making and course control, and their relationships to the teaching act. It was concerned with available facilities by which good teaching could be accomplished—including natural resource materials, machines and other equipment essential in making the learners competent. Other problems of guidance and counseling, of mechanization and conservation and of relationships of agriculture to the essential areas of the institutions as collegiate entities were to be recognized and used whenever possible.

Action programs on the part of the directors and their staffs were considered from the beginning as essential to the primary purposes involved. To this principle, it was our purpose to adhere throughout the study. It became a question of priorities in the several colleges as to the extent to which action programs could be set up. It was recognized that it would be a partial program for each college, but based on a principle that made it possible for each institution to participate. Many of these ideas have broad implication and have been dependent frequently upon facilities that might not exist currently.

Procedure

Because of the nature of this project—and the action programs contemplated—it is important to describe briefly the more important features of the procedures used from time to time in order to carry out the varied purposes of the projects. These aids are included here as used—and not edited. Since the Presidents were responsible for the local institutional arrangements and to avoid confusion, materials of this type cleared through the President's office, for the most part. To the end of orderly procedure, the materials indicating procedure in this section were organized either at the beginning of the project, or as new features appeared. The following helps will show what types were used.

1. Tentative procedures suggested to consultants

These statements* were prepared as a partial guide in the interest of understanding, and to maintain relative uniformity among the several consultants. They were not directives but basic understandings, subject to modification wherever it appeared important to the consultants.

*See Appendix A. Two similar versions.

2. Suggestions to consultants for interviews and studies

This tentative list* of questions was prepared to suggest problems that normally would inhere in such a project, and which would provide a basic reference to factual studies and other problems pertaining to the period of the project. Reference will be made to this list below.

3. Letter to President L. H. Foster, Chairman of Control Committee

This letter** was written upon the completion of the first year's round of the twenty institutions—a week's work at each institution for the assigned consultant. It has been entered here to show how the general plan of visits was handled. Reports made by the consultants to the director of the project constituted the basic information and recommendations made in the 1948 annual report to the Presidents.

4. Progress Report*—The Improvement of Agricultural Education in Land Grant Colleges for Negroes**

Although the report of the Director has been printed in the Proceedings of the Conference of Presidents of Negro Land Grant Colleges, Twenty-Sixth Annual Session, October 19-21, 1948, this document is listed since it was mimeographed for use of consultants, directors and staff for the year prior to its publication. It became the basic program. Copies were distributed to all the institutions, and in most cases were used essentially to promote the work of the project.

5. Suggestions to consultants—based upon the above Progress Report—Appendix D.

In order to stress certain specific points made in the 1948 report,**** two study plans were set up according to the "five fronts" as presented—with reference also to priority of value for respective institutions. The purpose was to aid the consultants in their attempts to stimulate interest and action. An almost identical statement was made to the directors of the divisions of agriculture for the same purpose.

6. Conference of consultants on report and program

In connection with the October 1947 meeting of the Conference of Presidents, the Directors of the division of

*See Appendix B.

**See Appendix C.

***Progress Report—To the Annual Conference of Presidents of Negro Land Grant Colleges. See Appendix D.

****See Appendix E.

agriculture in the several institutions, held two sessions for the discussion of the project then being launched, and separate meetings* were held during the period of the 1948 Conference of Presidents.

7. Special questions for discussion with Directors

The questions** under discussion at these meetings suggested the use of Conference procedure in the meetings held as suggested in Appendix E.

8. Proposed central committee***

At a meeting of the consultants, held in the Federal Security Building on July 6, 1948, it was proposed that a "Central" committee be instituted in each President's Office, for the duration of the project, subject to the approval of the President. It had been the policy of the consultants from the beginning to cooperate as fully as possible with present and prospective friends of the Colleges in promoting their welfare both in and out of the institutions. To assist in this, a form was distributed to representative individuals within the several States for names of competent persons who might—at the call of the Presidents—come to the Colleges, respectively, to give advice in behalf of the interests of the Colleges.

From the letter addressed to the Presidents, the following is an excerpt, "No such committee is proposed unless you are favorable to it. It has been approved by the consultants as one effective way to give support to the institution beyond your present opportunities. It is not intended to be a substitute for any institutional machinery, either set up or proposed, and is proposed only for aid of consultants during the period of the project. The list for your consideration is enclosed."

9. Presidents of Negro Land Grant Colleges—Tentative questions for consideration and discussion

This tentative list**** of questions sent to the Presidents was designed primarily to (1) Keep the Presidents aware of what was being considered with directors and staffs and (2) to maintain interest and promote discussion among the Presidents on those features that were regarded as priorities for action programs within the colleges. It was proposed that the Presidents hold discussions with their own staff whenever possible and that these discussions be held at appropriate meetings of the Conference of Presidents. Since

*See Appendix F.

**See Appendix G.

***See Appendix H.

****See Appendix I.

it was not expected that all of the implications for action programs could be carried out and that they were not of equal concern to all situations, it was considered advantageous to use this type of procedure to promote continuity of thought and action and to relate the problems to the administration.

10. Annual report for 1949

The report* of the Director for 1948-49 was presented to the Conference of Presidents, October, 1949, and was one of progress—following the general pattern of the report of 1947-48.

11. The plan of reports to the institutions

It was a part of the procedure to make reports to the Presidents. These were verbal in part and written in part. Though studies were made of all of the twenty institutions** by the consultants as indicated in Appendix C, not all of the written reports were completed by June 30. These first reports by the consultants made in a general way according to the pattern suggested in Appendix B were made to each institution during the period. In most of the institutions two or more special written reports have been made with recommendations of change proposed for consideration. These special reports have followed the general plan of the previous reports—presented in Appendix D, and Appendix J.

When the services of the three consultants were discontinued at the middle of the project period, a recommendation was made by the Director to the Control Committee that a series of circuits be arranged for the remaining period of the project in order to maintain continuous contacts with the agricultural staffs in behalf of the action programs. The cooperation of the institutions has made these two-day meetings very effective on the whole. Twenty-five of these two-day meetings were held at the institutions—all institutions except one having at least one visit and seven having two. Six additional institutions were visited the second time by the three regular consultants during the second year.

In addition to the work of the consultants—including the Director—four representatives of the agricultural divisions rendered special assistance in connection with the visits of the consultants. All staffs provided cooperative

*See Appendix J.

**Georgia State College was included in the itinerary of institutions visited in 1947-48—not for the later years on account of transfer of agriculture to Fort Valley College.

services in making observations and studies, without which the plan of the project would have been greatly lessened.

12. Suggestions for further study

At the completion of the itineraries of the consultants during the year, 1947-48, a revision of a preliminary list of problem suggestions, a summary* under the above caption was distributed to stimulate, particularly, members of staffs to engage in special studies of their own choosing, the results of which would contribute to progress in any or many aspects of the improvement purpose. This is submitted as suggestive of widening horizons and perchance individual studies.

13. Selected list of agricultural books

From the early studies made by the consultants, it was found urgent that the range of recent books and bulletins in representative agricultural areas be extended. In October, 1949, a list** of selected books, which had been prepared with the aid of many persons was distributed to the colleges. These books were selected with reference to immediate need in curriculum, course construction, and in preparing units of instruction. It was not designed to be a comprehensive list, since time did not permit such an undertaking.

14. Contributory services from agencies and organizations

It has been very helpful to the project to have the services of various organizations, agencies and departments. This was accomplished in various ways—the services of the Soil Conservation Cooperative Extension, Experiment Station, enterprise organizations special committees, staff members from white land grant colleges, and other groups, local and State. The services of deans, registrars, purchasing agents, treasurers and many others, made available significant materials. In all of the institutions—as requests were made—staffs furnished outlines of instructional units and courses, opportunities for observing teachers at work, and reports for special action programs begun.

*See Appendix K.

**See Appendix L.

Limitations

In a certain sense, the scope of the project became a limitation; not however in maintaining unity of purpose. It was regarded as very important to deal with the problem of improvement broadly, since emphasis upon only very special problems would tend to distort the total picture. The "five-fronts," though too large in scope for the limited staff available provided a unity of purpose that contributed directly to the development of action programs.

In the second place, the extent of the geographical area made it difficult to make sufficiently frequent professional visits to the institutions. This was partly overcome by the system of circuits employed to reach the institutions economically. Even with such special arrangements, more frequent professional visits would have been advantageous.

Lack of funds has made it impossible either to make certain desirable studies or to carry through studies begun. This was partly a lack of free funds or facilities available at the institutions, and partly the limitation of the Grant. Expenses of travel and maintenance increased gradually throughout the period of the project, which made necessary curtailment of services.

Another difficulty confronted the project in certain respects. The period of the project has been one of continuous effort to meet the civic need that a post war period always presents. Special education for veterans and proposals for changes in educational organization and practice, and particularly the adjustment of the colleges to the task of the new flow of students to colleges made it difficult to launch into extra duties at the colleges. Teachers were very busy with regular tasks and well trained personnel were in great demand. On the other hand, it has been a period of opportunity for new ideas and outlooks in education for Negroes, as well as for all groups.

Although graduate study on the part of members of the divisional staff was a major objective of the project, the period has been difficult for members of staffs whose duties at their institutions were commanding. However, considerable progress has been made considering the brevity of the period. Most of the institutions have plans for the continuing growth of their staffs. This has been one of the encouraging features of this enterprise—several of the institutions plan to have a member away at graduate work each year.

II. THE IMPROVEMENT OF AGRICULTURAL EDUCATION NEGRO LAND GRANT COLLEGES

Although our observations and studies have been concerned within a brief, current three-year period, it is important to recognize certain backgrounds of a much earlier period—and of the

period intervening—in order to appreciate fully the place that the Land Grant colleges hold for Negroes in the educational scheme. The encouragement given to schools and the recognition of their influence throughout our entire history relate fundamentally to one main trend—the equalization of educational opportunities among all of our people and the expansion of such opportunities to include all who believe in the value of education, and especially to those who care to embrace these opportunities afforded. We still need to do homage to the purposes expressed in the earlier struggles for free schools until adequate facilities are extended to all our people.

During the first half of the Nineteenth Century this nation developed tremendously in wealth and influence. Business and industry outran the influences of the classical colleges of the early day. Before the middle of the Century and the beginning of the period of the last 100 years, the classical colleges became interested in a movement for “educating the labouring classes.” This was a movement to raise the cultural life of the labouring classes—not a movement for vocational education. It was rather a bid to the laboring portions of the communities to share in the social and economic advantages of the industrial transformation by having contact with the culture of the classical colleges.

During the first quarter of the last 100 years, wealth in the United States developed very rapidly. It quadrupled during the first half of the Nineteenth Century. The mechanical classes were increasing rapidly—due to the arrival of able leaders of labor and industry and their families with every boatload of immigrants. To leaders like Channing* these immigrants seemed to be endangering what the “Free men” of the classical colleges had supported in educational and community ideals. This was an excellent endorsement—as early as 1835—of the importance of general education for working people. It was evidence also of his attitude toward at least a portion of the 95 per cent that did not patronize the classical colleges.

Another very divergent idea arose. Instead of being interested much in “elevating the masses” through the classical colleges, “Manual Labour Schools” were organized by another group among the proponents of the new education. This group was concerned with industrial education—to prepare young men and women for the industrial occupations of business, industry and farming. These new movements launched what came to be a long struggle for free tax-supported schools.

By 1950, the dreams for such schools were becoming realities in many areas—particularly to the north. The charity movement for schools—frequently called “pauper schools”—reflected a period of compromise between the private schools already established and

*William Ellery Channing (1780-1842) who wrote in 1840 (two years before his death) “Essays on the Labouring Portions of the Communities.”

public educational institutions to come later. Out of this "chance medley" of business, industry, farming, along with religious and certain eleemosynary and other types and classes, came the Land Grant Act of 1862. It was to be an institution to meet the needs of this rapidly increasing population that was more or less at the mercy of all sorts of private miscellaneous schools. This new type of school would prepare for all sorts of careers—especially those associated with the world's work. This period in our educational history was also the period of the establishment of State systems of public instruction.

Logically also, this period reflected "stirrings" among the people for public high schools. Not until 1880—few before that date—did high schools attract sufficient attention to be recorded separately. At this time, however, the high school showed a rapid growth. This became also a significant period for the establishment of institutions under the provisions of the Land Grant Act. In a special way this type of school was being defined, and modifications, such as entrance requirements, were being made.

All education began to bestir itself after 1890, when it was becoming clear that the type of school under the Act was destined to be collegiate. Only 2526 high schools were reported in 1890 (private 1632). With the passing of another twenty years, the total had emerged above 10,000 (private 1979). The period of growth from 1910 to 1930 was tremendous. In a 1937-38 report by Davis T. Blose and Carl A. Jessen*, the total number of high schools reporting was 25,467. In this same bulletin, Table 9, the grand total enrollment listed was 7,420,702 of which 366,024 were Negroes. Although we may gain some satisfaction from the observation of the progress made in the establishment of public high schools, much credit must be given to private philanthropy for encouragement and appreciable support. Similar credit must be given likewise for the increase in enrollment. It is still true that a big problem exists in the education of rural families generally. We shall enlarge upon this only as it relates to the education of Negroes.**

Schools for the education of Negroes in agriculture, industry and the common branches, and frequently normal schools for teaching elementary school subjects, were in process of becoming long before the collegiate character of the Land Grant institution had been fully reached. These schools for Negroes were established variously: as academic, special for industry and agriculture,

*Bulletin 1940, No. 2, Chapter V, Biennial Survey of Education in the United States, Statistics of Public High Schools. Federal Security Agency, Office of Education.

For a very valuable book based upon a wise study of rural education "interpreted in the broadest possible terms," your attention is called to "Rural America Today—Its Schools and Community Problems**" by George A. Works and Simon O. Lesser. The University of Chicago, Chicago, Illinois. Chapter XIV, pp. 338-371, presents a very significant analysis of this problem as it relates to Negroes in rural areas. The entire book is illuminating to the great rural education problem.

normal schools, special industrial, high schools occasionally—manned by principals rather than presidents. Another characteristic of these earlier schools was the frequent changing of names, usually perhaps since it was thought that the name should imply the purpose. Purposes were changed frequently with change of boards. The normal school, the industrial school, the institute, the State agricultural and mechanical colleges, the State industrial school, and in several instances combinations of these, constitute the more common designations. These changes were taking place as early as the 70's.

1. The Rise of the Land Grant College for Negroes

The colleges that now constitute this group of Land Grant Colleges for the education of Negroes—on account of their various beginnings—are individualistic in history and pattern; however, they have served common general educational purposes for Negroes. With the coming of the Land Grant College, they have taken on a special unifying character and responsibility. Most frequently, these institutions were begun with contributions from private funds of varied sorts, frequently with some legislative funds from the States to encourage educational ventures already begun from private funds. Others were begun with State support to encourage practical phases by otherwise private institutions for general education purposes. After 1890, appropriations were made from legislative sources frequently, when monies for land and other facilities were raised by citizens. Still others were aided by special grants, by sharing from funds which had been appropriated through other legislative channels for general education purposes, and later from special funds appropriated on account of services to be performed under the Land Grant Act.

Five of the twenty institutions* to which the services of this special project have been available were established on or before 1875; eight were established between 1875 and 1890; and seven between 1889 and 1898. At least four were promoted by private individuals; four were normal schools, and others had normal school connections; in at least two farming was mentioned specifically as part of the instructional material; one was a private school originally—a feature characteristic in part of several other institutions; and three were recognized as high schools and two were junior colleges.**

*In addition to State Colleges: Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Missouri, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, West Virginia—Land Grant Colleges—Hampton Institute, Georgia State College and Tuskegee Institute have been included in the general discussions. The Land Grant function of Georgia State College has been transferred to Fort Valley State College.

**The statements made in this paragraph and the one preceding have been suggested by the varied historical statements appearing in the pertinent literature issued by the respective institutions. They are made for the descriptive aspects rather than to give full detail.

2. The Five Fronts Considered

In the light of the background materials in this section, this project has been developed. The "five fronts" with which we have been engaged are regarded significant to our purpose of "The Improvement of Agricultural Education in Negro Land Grant Colleges" and have been the constant reference throughout. Contributory features and problems have been added from time to time within this pattern. These five fronts are concerns of the divisions of agriculture within these colleges. It is recognized that no adequate consideration of one sector of the program of these colleges can be given without affecting the other sectors in many and varied ways. Consideration of the other sectors will be given when contributory and integral connections with the problems are involved. The project is concerned with the welfare problem of the equalization of educational opportunities without which the progress of agricultural education cannot be accomplished.

These five fronts relate to: The objectives of the divisions as integral parts of the institution; the student groups available for instruction in agriculture; the staffs responsible for the instruction and the administration of the curricula—including courses of study and units of instruction, and teaching; and the facilities required for realizing the goals of instruction in their several aspects.*

Objectives Widened:

On page one of Part II of the Director's Report to the Conference of Presidents, 1949—under Certain Specific Recommendations to the Presidents—five points are discussed relative to "enlarged over-all purposes of the institutions." It was the understanding of the Director that these five points emphasized the foundations for a charter of purposes for these colleges in keeping with the need for further equalization of educational opportunities. The first of these purposes specified "to influence directly and indirectly the educational advancement of the people on the land and in related rural towns and villages." It was intended to apply to "such of these (people) as are willing to become educated." It related to "new prospects for occupations, new opportunities to put education into agriculture production, processing, disposal, and management." It would involve: "A service of guidance and counseling," that would require "a declaration of what students should be prepared and for what specific purposes." These purposes would be fundamental to "action programs devised by the directors and staffs."

*See Table of Contents for the list of appended materials, which constitute an important feature of this report. They are attached to emphasize certain points in greater detail than a concluding statement would require. Special attention is called to Appendix D and Appendix J, which are the reports of 1948 and 1949, made by the Director to the Conference of Presidents of Negro Land Grant Colleges, and other materials prepared and used in working with the several institutions.

One cannot help being impressed with the problem of over three million Negroes on the land, of which two-thirds of a million are farm operators*, and by the responsibilities that thereby fall directly to the Land Grant Colleges for Negroes. There are other institutions of private foundation which are doing satisfactory work in general education, but the Land Grant Colleges constitute the main—if not the only—institutions to which these rural people may look for the opportunities in agriculture and farming, associated with a type of general college. It is clear that if the population on the land is to be prepared educationally for its best immediate outlooks for employment—and particularly for rural occupations—this education must come primarily from these colleges. No more effective impression could be made upon the public at this time than to put forth a definite and courageous attempt to open up the way to these colleges for a much larger proportion of this population. The best should be encouraged. To accomplish this—indirectly as it must be—complete high schools should be developed for the complete preparation for college entrance.

Of the seventeen States studied, only seven had less than 12,000 farm operators; one had 35,000; eight had more than 45,000—two being between 67,000 and 142,000. Only one of the seventeen States lost owners between 1940-1945. Losses for obvious reasons have been heavy for tenants and sharecroppers during this same period. They cannot be regarded as lost permanently from the communities from which they went.

These figures suggest the need for widespread educational services—available primarily by these Land Grant institutions. They suggest further need among rural Negroes for a better educated middle group upon which depends the stimulus for the greater development of the people to remain in school, or in this lack to promote schools for all. It would aid the colleges greatly—as already indicated—to champion the cause of such improved rural education, in which cause the division of agriculture would have a priority responsibility. The growth of the colleges in all aspects will depend upon the further education of the people on the land—especially for strong recruits of student and staff personnel.

The respective staffs of these colleges have currently the task of contributing directly to any improved programs of service for the rural population. This implies contacts with the people for special services to farmers, for special discovery of materials for the content of instruction, for helpful cooperation with schools, and for the general community interest. They have also the problem of setting up programs at the colleges which are designed to prepare competent persons for all sorts of rural occupations; and also to discover young men for leadership training for all sorts of ad-

*See Appendix M for table showing "Persons Living on Farms—Classified as of 1945," taken from a study made by W. N. Elam, based on the Special Report 1945—Sample Census of Agriculture.

vanced leadership in behalf of higher occupations and professions—positions of teaching, extension, research perhaps and also technological and technical positions that would soon provide opportunity for employment. The objectives of the divisions should be put into specific form, since the world's work of the day must be rendered in terms of specific competencies.

Enrollment Increased:

In all of these institutions, the question of enrollment has been considered very important—particularly with reference to the administration of the curriculum for satisfactory instruction. Since agriculture represents broad areas of subject matter, any plan for developing a satisfactory curriculum requires several teachers. This—in turn—calls for adequate enrollment in classes to achieve economical instruction. Justification must be made, however, in terms of the institutions' responsibilities to persons on the land, whose standard of living and place in society are depending more and more upon their educational competencies. On the whole the enrollments in agriculture have been too low—and also have been very unstable. The effect of the war in depleting enrollments was obvious and larger enrollments of veterans on account of the war followed. Fluctuating enrollments are uneconomical and create difficulties in curriculum administration.

In the Report of 1948, Appendix D, thirteen of the twenty colleges studied had less than 100 students each in their agricultural divisions: sixteen States had under 150; eight under 75; and four States 30 or less. For the following year, the enrollment was up ten per cent. See Appendix N for official figures on 1948-49. Unofficial figures for 1949-50 indicate a further increase for the current year, despite the fact that upgrading from 11 to 12-grade schools in a few States limited enrollment from the graduating classes of high schools, and the dropping out of veterans from certain institutions. When one considers only three of the factors affecting enrollment: (1) The possible recruits in the population not reached by the colleges; (2) the spread of the curriculum to new areas of instruction in behalf of population welfare; and (3) the consideration of per capita costs where enrollments are low—a much improved enrollment becomes a vital factor to the growth of the divisions.

The maintenance of an optimum size of student body is always difficult. Most of the divisions have worked on this problem and have set up goals accordingly. A plan for a stable enrollment is essential. Freshman to senior classes should be of sufficient size on the average to justify enrollments. Since fluctuations of enrollment affect the college as a whole, consideration must be given to situations found in other divisions—particularly to college quotas and distribution of students in contributory courses in English,

science, social science, education and other subject-matter areas. Then, too, the ability of high schools to supply a sufficient number of well qualified students is a question that must be anticipated months—if not years—ahead. New outlets of employment are involved, also contacts with students, and how to meet the financial needs of students.

The placement of graduates is fundamentally a consideration under objectives, since to gain competence for placement through participation and instruction, the purpose of the instruction must be understood at its beginning. Recent experience indicates that new outlets for employment—on many levels—are becoming available, where specifications of competency are a feature of such employment. Most of the institutions with which this project is concerned have given heartening examples of recognition of new employment opportunities irrespective of “race, color or creed”—particularly when specific competencies in employment practice have appertained. Respect for the man goes with the confidence that can be placed in the abilities that he pretends to possess.

That employment of graduates has been limited so largely to teaching positions, gives a wrong impression of the potential outlets for other types of positions. These have already been listed in earlier reports, and discussed freely. Pioneering in the new outlets of employment is a task that should be begun—if not undertaken already—to discover what areas of employment are now available and what other possibilities can be developed by “putting education into” otherwise unskilled or non-technical areas. Though prospective students cannot be assured exactly in advance of their college preparation what employment opportunities will be available four years hence, capable graduates of high schools should be encouraged to share in the prospects of employment on the basis of competency. It is important that admission to college should show interest, capacity and ability, and insight with reference to specific types of employment. The colleges concerned have been giving serious attention on a practical basis to their advantage.

The Teaching Staffs:

Throughout the previous reports teaching has been interpreted broadly—not limited to formal classroom instruction. The original approach to this subject emphasized instruction. This made a study of the teaching staffs a very practical approach, even if it did not imply an evaluation of the teaching act. The first approach, therefore, was directed to qualifications as were expressed in degrees and graduate study. It was shown in the Report of 1948* that a considerable change was in progress from 1945 to 1948. First, staffs were increased in size. Instead of 100 members as in 1945, there

*See Appendix D: also “Proceedings of the Conference of Presidents of Negro Land Grant Colleges, Twenty-sixth Annual Session, October 19-21, 1948.”

were 162 in 1948. During the past year the number has been increased to practically 200. Out of the group of 100 members studied at the beginning, 40 had only the bachelor's degree, 53 the master's, and 7 the doctorate. Eleven persons were added to the staff afterward with bachelor's degree only, for a gain of 27.5 per cent. Forty were added with a master's degree for a gain of 75.7 per cent, and 5 doctorates.

On account of the war, staffs were depleted relatively at the beginning. In all of the institutions, however, this period of the project marked the beginning of a new emphasis to build staffs—in both numbers and qualifications. Emphasis was placed on graduate study for current members of staffs, and for building up of more mature and more adequately trained personnel. As a part of the project budget for the improvement of instruction in agriculture in these colleges, provision was made for fellowships with the understanding that the General Education Board would retain its responsibility for the determination of selectees for fellowship awards. On the basis of these awards—the cooperation of the Presidents concerned in granting leaves, and also in certain cases financial assistance—a large number of the members of staffs have taken advantage of graduate work.

In the record of 133 staff members where ages were given, only 16 were 50 years of age or over; only 40 were above 40, and only two above 60—namely 63 and 66. On the other end of the curve, 24 were 30 years of age or below and 85 were 40 or below. "This means, obviously, that the courses are being taught by relatively young teachers for the most part." Considering the very few above 50 years of age, there is a relative scarcity of men who have had long experience. The importance of retaining more mature men in responsible leadership positions, and also in the teaching of the major courses, is imperative. This would not only aid in the retention of able men, but would assure greater stability among personnel.

To show that the staffs are improving—as far as graduate study goes—the following statement is made. During the two-year period, 1948-50, 30 different staff members were registered during one or the other of these academic years, or both—17 in 1948-49 and 20 in 1949-50. Seven persons from the 1948-49 list are listed for 1949-50. These represent 10 of the 17 States for 1948-49, and 11 of the 19 institutions. They represent 13 of the 17 States for 1949-50 and 14 of the 19 institutions. Though several staff members from these institutions have attended summer sessions during this period no official record has been made. No report has been prepared on 1947-48, since no influence of the Project could have affected attendance for that year.

It is important to report here that staffs on the whole are engaged in many diverse duties of a routine character which in many

instances would interfere with the professional improvement of instruction. Added to these duties, he may have to teach in several fairly distinct areas of instruction. Until adequate personnel can be had and enrollment has grown to justify additional personnel, either overloading or neglect of preparation for teaching will prevail in many instances. This may account for some of the bookishness—observed and reported by all of the consultants.

This point raises the question of what opportunities members of the staff have for the study of factors determining successful farming within the States—and particularly for the discovery of the resources of the States, which make for a prosperous agriculture. Systematic studies of human and natural resources on the part of each staff member are essential to satisfactory teaching and for curriculum making—especially for organizing stimulating units of instruction. Where funds are available or can be made available, staff members should make professional contacts with farmer constituents and should be replaced by assistants where they are required at present to do routine chores. Routine chores are to be distinguished from supervision of students under a plan of participation and apprenticeship. This professional study in local and State problems, as indicated, is a valuable contributory experience to successful study in graduate schools.

The college administration should expect that staff members who are employed with the expectation of permanent tenure will continue throughout their employment a systematic plan of professional improvement based on some definite tenure plan with sufficient specifications to warrant professional growth and development. It would make for greater stability in staffs and be conducive to optimum working conditions. The setting up of standards for personnel is a splendid basis of providing understandings with administrative officers.

Agricultural Curricula Functional:

All institutions have curricular problems continuously. These problems relate to the college curricula of the institution, to the several curricula that are available in other divisions. They relate also to courses of study that make up a given curriculum in agriculture—likewise they relate within the courses to the variable units of instruction that make up these courses. Most curricula tend in their administration to become formal and therefore rigid. These qualities are not likely to be satisfactory to a functional curriculum which is always flexible. Recourse to available agricultural source materials and the discovery of the factors of determining teaching content, make change in functional curricula, courses and units essential.

In Appendix I, Tentative Questions for Consideration and Discussion, the Improvement of Agricultural Education, Section IV,

page 4, problems were suggested that constitute the basis for continued laboratory study and experiment in curricular improvements. These problems are presented also in the Report to the Conference, 1948—Appendix D, and in the "Proceedings of the Conference of Negro Land Grant Colleges," 1948. It is not overlooked in the report to the Presidents in 1949—Appendix J. Recommendations have been based upon these.

It is evident that the problems presented in the reports relating to the curricula, their use in teaching, and their continuous improvement, call for a continuous consideration of the problems involved, revision of parts, and improvement of form. This is the only basis of flexibility—and flexibility is always an essential. Perspective as to the future of these divisions of agriculture in these institutions will always have the effect of aiding flexibility. Most teachers profit by conferences on keeping curricula geared to the needs of the students—current and prospective. This is, therefore, one area that promises great returns, if kept under study and experiment over the years to come.

Facilities and Competence:

It is clear that facilities with which a man works on any level of employment, and facilities that are definitely means to ends constitute basic consideration in raising the productive worth of a man. A tool, itself, adds to the productive capacity of the worker, therefore tools put into the hands of men would increase their output of work. The tool has also an educative influence, since to use a tool satisfactorily, how to use it may require insight and procedures, therefore, the use of tools would require some learning before they could be used satisfactorily in satisfactory productive work. All facilities that are available to the divisions for either service or teaching problems, from the simple tool to the most complicated machine, or the still more complicated farm with all its equipment and means of husbandry, are ways and means of increasing the value of a man.

In the Report of 1948* Appendix D, it is said that "... the farms exist as an educational facility, designed for and related to instruction in selected agricultural enterprises of the respective States. They afford experience under direction of skills and practical knowledge in connection with production courses . . . including consideration of inventories and costs, and the making of budgets. Without such contacts with the college, or other farm, much of the classroom instruction would have relatively little value." The whole range or series of farm machinery, of barns and fences, of crops and animals, of processing equipment, of plowing and cultivating, of fertilizing and terracing, illustrate both the actual work factor of value and the educational factor of value.

*Appendix D; also "Proceedings of the Conference of Presidents of Negro Land Grant Colleges, Twenty-Sixth Annual Session, October 19-21, 1948."

It has been reported by the consultants that the facilities of farms and their countermerits have not been fully used for instructional purposes, and certainly not fully utilized as an economic unit of educational significance. Further, other farms of the States have not been used generally. These farms would provide additional facilities with variety of equipment and with varying practices—including records and accounting.

Recognizing fully that much progress has been made in the establishment and equipment of farm shops, and increase in farm machinery, much needs to be done to make training for competence conspicuous and general. Materials such as visual aids and laboratory equipment should be extended. Approximate equipment, machinery, and supplies—whatever aids the educational process—should be emphasized as contributory to the outfitting of the man, whether in the farm work or in the teaching process.

The farm should be recognized as a major teaching facility—a real asset to a Land Grant college—basic to the production of foods and feeds. The operation of production, processing, and marketing, also farm conservation, are indispensable for observation, work experience, and for patterns of insight and understanding. Splendid records of advance have been made on these counts—and this work is going ahead.

Essentially, the farm should be recognized as an educational facility rather than as purely economic. Both aspects should be regarded in administration. In recognition of the farm as an educational facility, every effort should be made to utilize all farming operations to the greatest extent for specific educational purposes. This calls for financial plans carefully arranged and based according to optimum management. In the further use of outlying farms for education purposes, transportation would be necessary. The same facilities would service other transportation needs.

For competition in the production of crops and animals, mechanization of the farm becomes an important consideration. It is relative to States, to economic situations—including costs of labor—to specific enterprises. Mechanization is a problem that should be studied by the agricultural divisions with the aid of outside specialists. It must be kept within the reasonable expansion of farm acreages and farm businesses, use of conservation methods and other conditions of economic production, and competition.

If successful agricultural education is conditioned on the basis of competence of the worker, then the improvement of all farm facilities, teaching conditions, and placement opportunities must move up together. Going programs, even if on a modest basis, are the best assurance of securing the necessary funds to equip the division for its responsibilities.

III. FURTHER RECOMMENDATIONS

Not all recommendations one may regard important should be introduced into this concluding report. The several reports already made, the materials added herein to the introduction and entered in section two, and especially the materials of documentary character—including the two formal reports—are suggestive not only of what has been done but what may be stressed at this time to advantage. The points selected and presented stand out as worthy of repeating for emphasis. They constitute what has been begun already by the institutions individually and collectively as action programs—under responsibility of special committees—or as action programs for special features. They suggest also areas in which studies have been begun (e. g. objectives, the college farm, the curricula, the guidance program, and the like), and in which all of the institutions should have an enthusiastic interest. It simplifies this review to follow the pattern of the “five fronts” which have been characteristic of most of our several reports.

Objectives*

In the light of the situation presented, the program in agriculture should embrace more fully the needs of farmers, whether owners, tenants, or sharecroppers—definite planning for these groups. The following suggestions are made as recommendations to meet the needs of more people:

1. Study the 669,407 farm operators as classified in the Census—especially the 190,461 owners (gain of 16,049 in 1945 over 1940)—to discover at what problems the colleges can be helpful. This applies also to the 478,501 tenants and the 272,563 sharecroppers. See Appendix M.
2. Emphasize on both a short and long-time basis facilities and plans for increasing the relatively small enrollments of the current three-year period. This is imperative if an appreciable portion of the population on farms is to be reached. Practically all of the divisions of agriculture have made good beginnings to increase enrollments. Encouragement of this feature is fundamental to the development of an adequate group.
3. Give special regard to what constitutes or shall constitute a minimum enrollment for the respective colleges—freshmen, sophomores, juniors, seniors, and specials—in order to maintain economical units of students to justify the maintenance of the divisions. Committees have been working on this problem. Enrollments have been increased perceptibly by special con-

*Objectives as a term has been used to cover aims and purposes and no attempt is made to discriminate these terms, since it is obvious what is meant by its use in this project.

tacts with schools and communities, and especially with farmers and community organizations.

4. Improve catalogue and other statements concerning the aims of the division of agriculture—cooperating with other divisions as they relate to agriculture. It is thought that objectives should be put into more specific terms. This feature has had generous attention by several institutions and very much improved statements have already been included in catalogue announcements. Emphasis should be placed upon competence for prospective employment as the fundamental approach—not, however, neglecting the needs for competencies in the contributory courses of general education—to make intelligent and moral citizens, which in turn improves one's opportunity for employment.
5. Widen the scope of current employment opportunities by providing education for new purposes to be served without the addition of much outlay of funds—since farming itself can be made attractive and economical. Developing of farming as a business through mechanization, expansion of enterprises both by mechanization, technological and technical approaches illustrates this; also developing greater skills and competence in use of the scientific ideas operative in the production of individual enterprises on the farms. This calls for special preparation for higher-level positions in teaching, supervision, extension services, food technology, journalism, demonstration research, agricultural promotion—and emphasis upon creativeness for highly-rated employment.
6. Recognize how prospective employment opportunities arise out of unskilled or semi-skilled jobs to positions by “putting industry and education” into what is undertaken on an economic basis for raising standards of living. It is clear that improved opportunities for employment come from the “bottom-up” as well as from the “top down.” The worth of individuals in terms of competence is an important factor in raising the standards of new employments.
7. In vocational and technological education, the facilities necessary for production command a wide range of experience and a high degree of competence for maintenance and operation as assets of employment. The worth of the man rises according to his abilities in the care and use of the implements available, and to his abilities to invent and create: in service through shops, equipment for relief of drudgery and increase of work accomplished, farm machinery service and operation, laying out farm (barns, fences, terracing) operations, soil conservation contacts. All of these suggestions indicate types of experiences which demand planned training for students and

staff—and which should be promoted more fully in all institutions.

8. The divisions respectively should prepare staff proposals—on the basis of the total needs of the students and staffs for a complete program of objectives, from the larger perspective of the total persons to be served to the teaching act of the instructor and the means involved to make the instruction functional. Relative degrees of competence should be determined for what is regarded necessary for employment. See pages 5-8, 1948 Report, Appendix D.

Students*

With the exception of a few institutions, enrollments were regarded by the consultants as generally inadequate for a reasonable development of agriculture on a collegiate basis. This point of view was agreed to by the several staffs. Committees were appointed in many of the colleges. Contacts were made with secondary schools and otherwise with various communities—especially in counties having few or no representatives in agriculture enrolled. The enrollment for 1948-49 was increased by ten per cent. The current enrollment reported unofficially indicates an increase for 1949-50. There are definite plans in most institutions for continuation of the action program for enrollment both to offset losses from the veteran group and to maintain a growing enrollment to meet the enrollment needs of the colleges, as well as to serve the total population concerned. Two factors of progress in the situation should be kept in mind and advanced: (1) To maintain the minimum growth now under way, and (2) to reach promising young men for a much enlarged enrollment in keeping with the large population on the land in most of the States.

9. Keep in close check with the farm population, since the current population is the only major reservoir of man power for maintaining continuous enrollments in the agricultural divisions—using the U. S. Census for basic population data, making comparisons with the decennial periods of the Census, and keeping in touch with the problem of migration. This is a major problem for these colleges, since the welfare of the Negroes is at stake: (1) in the migration of population generally and (2) in the embracement of the potential employment opportunities on the land or related thereto.
10. Related to the above recommendations is that of selection. It has been suggested in Recommendations 5 and 6, that opportunities for employment depend upon the widening of the available outlets by putting industry and education into jobs—

*Appendix D, 1948 Report, pp. 11-13, and "Proceedings of the Conference . . .," 1948.

thus standardizing jobs upward. Creatives and developed abilities for competence assure this, hence the necessity of encouraging persons for colleges who are potentially promising candidates. Continue thoroughly searching for promising candidates, cooperating with high schools to achieve desired results.

11. Discover to what extent rural boys of "college timber" are advancing through high schools, and in what respects retardation and failure are due to incomplete, or otherwise inadequate schools. This calls for a continuation of the action programs already begun—to make contacts with organizations and schools throughout the States by plan.
12. To facilitate Recommendation No. 11, "Spot maps of the State for 1946-47, 1947-48, and 1948-49, also 1949-50) showing enrollments by regions and counties as a basis of discovering the representativeness of enrollment, to determine prospective areas for recruiting students, and to gain insight into the factor of stabilization. Further, this may well include information on the agricultural resources of these sparsely represented areas, and likewise employment opportunities competitive with agricultural pursuits." See Appendix D., p. 11.
13. Make a concerted campaign on the basis of previous recommendations here and in the report to which reference was made in Appendix D, page 12, keeping in mind employment opportunities, wider public relationships to farmers, to school personnel and to officials of organizations operating in rural areas.
14. Provide practical curriculum attractions that will serve the immediate needs of promising students who may profit by less than four years of preparation.* "This may be done by adding or subtracting courses in curriculum reorganization in keeping with the career motives of rural youth, such as modern farming and farm life suggest."
15. Since most of the institutions have limited facilities for guidance, students are counseled more or less incidentally, and apparently with administrative purposes mainly in mind. Every college teacher—if he is a successful teacher—does much of guidance, but frequently he is not prepared to advise satisfactorily with reference to vocations and professions for career choosing. It is urged that the agricultural divisions set up, as soon as practicable, a guidance and record system, cooperating with the Registrar's Office so that no unnecessary duplication of records becomes necessary. Adequate records are very helpful to prevent loss of students' time.

*Appendix D, p. 22, "Recommendations and the Action Program."

16. In the total scheme of selecting high grade students, financial assistance is an essential consideration. In the 1949 Report* the following statement is made in Item 12: "A plan of financial aid through workshops, projectships, and scholarships should be developed in all institutions, if not already begun and to enlarge opportunities where they now exist. The college farm is the most basic beginning." This idea has been given response in action in several cases. It is accepted generally—current finances being a deterrent factor in all cases. Reference to finances will be made in another connection. Their importance require urging at this point, since institutions, after all, exist for students in the interest of society. It would be the part of prudence to encourage with financial aid the student who desires an education and is willing to show his worth in classified work channels.

Staffs**

17. The size of staff will be determined in the long run by the answer given to the following two questions presented in the 1949 Report to the Presidents: "What Negroes out of the grand total of Negroes (on the land) shall be served? And to what ends?" Until enrollments are up in certain institutions only minimum staffs can be maintained and the quality of the education will be limited. It is urged, therefore, that the size of staff be increased in all institutions contemplating continuance of a four-year curriculum—at least to the extent that each major area of agricultural content will have a standard staff member for such special teaching area. Where enrollments are small, staffs may be increased by off-campus and other services compatible with the educational needs. It is impossible in most instances to maintain collegiate standards on heavy teaching loads, especially if such are made up from several teaching areas.
18. In the interest of stability and contentment of staffs, longer tenures of staff members should be encouraged, and as far as possible should be maintained. This is necessary for the educational development of the staff and especially for economy in carrying out long-time departmental plans.
19. Since, on the whole, staffs are made up of young men, it is wise to capitalize upon this situation by promoting the nucleus of a relatively permanent staff. Upon men, wisely selected, the future of these institutions can be maintained.
20. Staff members should be encouraged to carry on special field studies as a part of their regular work and in so doing should

*Appendix J, Part II. Certain Specific Recommendations to the Presidents, page 2, Items 6-12.

**Appendix D, 1948 Report, p. 17.

be relieved to that extent from part of the full load of teaching. Teachers are responsible for first-hand studies of the agricultural and human resources of typical State areas, and should be expected to utilize these materials in the building up of the respective teaching areas.

21. Since the teacher is a professional worker and paid as such, he should not be responsible for routine chores unless such chores are a part of his work in the supervision of projects by students, or in strictly educational work. In order to relieve staff members from routine chores for his educational program, apprentices should be provided as assistants. This will afford experience in the plan for student competency.
22. Staff members should be classified for purpose of professional and/or other assignments—for rank in assignments, for tenure and salary, and for such other features of employment as may lead to motivation, industry and continuity of service. A restless staff is an inefficient staff.
23. Staff members should be encouraged to associate themselves together as a total group for professional give-and-take, both for the general improvement of practices, and for stimulation to advanced study and research. Professional meetings should be available. Attendance at regular or summer sessions of a graduate school should be expected at regular intervals—to secure aid in original projects and to keep abreast of the times.
24. Standards of preparation should be imposed upon all groups of personnel—at least as far as this is possible—since competence can be determined only in terms of what a staff member is expected to do. Recognition of competent service is the main stay of a contented staff. See Report* for certain proposed standards. These represent a common sense point of view for present consideration.

Curricula, Courses and Units

“What shall we teach?” is the first question in the discussion of Curriculum, Courses of Study, and Units of Instruction in the 1948 Report, Page 19. The teacher is responsible in the long run for what is taught. It is first important to recognize that we teach people. Therefore, this “front” deals with whom shall we teach? and what?

25. It is essential that teachers know the students who make up the divisions—well enough to classify them as to their needs. This is basic in good curriculum construction. It is a basic guidance factor. Staffs can be lead to know their students very well, and on that basis sound foundations can be made for func-

*Appendix D, Sect. III, p. 14.

tional courses. Expect teachers to understand what their aims and purposes are in the curriculum, and particularly in the courses and units which they teach.

26. Respective teachers should know what the principal production courses are within their respective States, and why emphasis should be put upon these in the first two years. This is a "must" for agricultural curriculum making. It should be clear that emphasis be placed upon the principal farm enterprises of the State, upon standard local practices, and that the curricula be flexible enough to care for students of extensive individual differences.
27. Teachers should be expected to discover the practical farm problems and issues within their respective States—as a point of emphasis in the over-all pattern, and to adjust courses to current needs.
28. Provide a predominance of production courses in the first year, and make these relatively less technical (more practical) than the average current course as observed. Reserve to the upper two years advanced courses which are more technical. Courses arranged for special two-year students would permit of more technical material, if functional—related specifically to production or management. Adjust number of courses to adequacy of staff.
29. Provide in the curriculum opportunities for participation of at least two types: (1) Responsibility for becoming experienced thoroughly and, therefore, competently in chosen subject-matter and proficiency area—such as poultry, horticulture or dairy husbandry; and (2) responsibility for competency in chosen type situations, in (a) contributory subject-matter courses—such as field crops in case of dairy husbandry or farm mechanics in case of horticulture in (1) above, and responsibility for type situations of the student's choice in other areas. (This work, now being emphasized in several institutions, and being begun in most of them—should be stressed).
30. Utilize the factor of placement opportunities in recognizing objectives for courses since without at least tentative regard for placement, planning for competency in units and courses loses much of its value—this provides for discussion of limited horizons for employment.
31. Arrange the channeling of students through the curriculum on the basis of psychological symmetry and logical sequence—that is, aim to have all courses in a given year as contributory as possible to the major subject chosen, and follow through a sequence which becomes more technical and specialized on the one hand and more related to the career aspects of the courses as the four years conclude.

32. Emphasis within the courses of study units of instruction which call for skills—both inside and out—field trips for observation and discussion, projects, surveys, practicums, supervised studies, demonstrations, shop construction and service exercises. (This complements 29).
33. Plan for the elimination of faulty features of the teaching act—teaching becoming the acme of the complete curriculum process. (See Appendix D, 1948 Progress Report, page 22.)

Educational Facilities

A great many factors are involved in the provision of essential facilities for carrying out the foregoing recommendation in action: (1) Minimum essentials for consideration must be detailed and provided for in plans for specific production and management; (2) staff members must be sufficiently competent to utilize equipment, machinery, farmsteads, and whatever is to be known or used in action; (3) recognition of the relationship of skill and knowledge in the use of things to the increase of the worth of the man. Hence, staff members must be prepared to know and use an innumerable number of facilities proficiently in order to turn out men of competency. Facilities are not merely things, but instruments for intelligent use. They represent financial outlays of considerable amounts.

34. Regard the farm and farm home a fundamental facility for agricultural education—a facility with constituent elements which should be utilized fully for educational purposes. This calls for making every possible use of these features in behalf of instruction within the divisions, of production, processing and disposal of products (on the place or in open markets) of conservation of resources through terracing and standard husbandry, of beautification and economic arrangement of properties through fencing, landscaping, location of the buildings.
35. Expect respective staff members of the divisions to study the total farm situation and agree upon the working plan for the use of the facilities for the respective purposes mentioned so that students may have maximum opportunity to participate in the use of facilities and staffs may have adequate materials of instruction in connection with instruction and management. This is being done already in many institutions.
36. It is urged that the farm be handled on an economic basis—such arrangements as are required by the States (or as modified and by the present systems where responsibilities are placed for accounting and other records. This means that the management as well as production records are available for determining the appropriate costs for the facilities afforded.

37. To the substance of No. 36, it is recommended that provisions be made for a maximum use of student workshops and projectships—for self-help participating experience and management responsibility. It is a growing practice in several of the colleges to increase such opportunities.
38. Reasonable mechanization of college farms should be urged in order to provide participation for skills and appropriate contributory knowledge in order to stimulate employment opportunities. By "reasonable" is meant in keeping with growing needs as shown by analyses of situations on the farms of the respective States. Mechanization should be stressed to appropriate extent in all of the colleges.
39. Continued improvement—as suggested in special institution reports—in buildings, fences, layouts, terracing and conservation materials; economical classrooms, lighting, ventilation and sanitation; laboratories equipped adequately—inside and out, also shops, libraries and equipment; chairs, tables and other essential equipment; roads, ornamental plantings and the like. New developments in all of the above have been indicated in previous reports.
40. Other farms of the respective States should be utilized for instruction purposes, since the college farms at their best are not adequate to meet the needs of all instruction—for variety of observation and study of farms of different types for varying practices and cultural practices, for observation of farm equipment not economical to possess at college farms, for observation of processing plants, and other similar farm studies.
41. A minimum of adequate service facilities, such as trucks and tractors, vehicles for transportation of students and staff—power machinery for the campus and farm—are indispensable in these days. On the whole, there is not sufficient equipment of this type. Transportation, wisely used, is a great asset both for farm and school. An adequate system of transportation without cost to the participating staff member is essential. A judicious plan of handling should be required, and facilities for servicing available.
42. Put financing of facilities on an entirely business basis, focused on the needs arrived at by plan, and derived from an actual cost of services in relation to the education purposes to be served. This calls for analyses, specifications, plan of use and handling, and evidence of the beginnings of the projects involved to show that the cases are objective. Budget committees and boards will respond readily only on the basis of most accurate specifications and most careful explanation of purposes—and less likely to give consideration unless there is confidence in personnel to utilize moneys requested.

IV. ACTION PROGRAMS CONTINUED

On pages one to five of this report a brief statement was made as to what this project would embrace, based upon the problems proposed for consideration and upon the purpose suggested. The implications of the project and the studies entailed by it are far reaching—quite beyond what a three-year period and limited staff could possibly complete.

As the work of the period has unrolled, it has been more and more apparent that the staffs and their committees were right in promoting action programs. Special committees of staffs are logically the most responsible groups within the divisions for the continuation of action programs and for the expansion of action programs in the days ahead. That the staffs have the special responsibility for the growth and development of the divisions is certain for orderly advancement—but of course within the province of the general administration of the institutions.

Despite what has been accomplished by the staffs—and well, too—we all recognize that there is plenty of opportunity for those concerned to promote further in a substantial manner the fundamental purposes of agriculture and its related contributory areas within these institutions, and in relationship to their patronage areas served. To capitalize upon what has been accomplished, to chart new ways and means of growing and developing in right directions, and to discover better ways of doing what we know should be done—and to do innumerable incidental tasks to implement the total programs of the Land Grant colleges—all constitute the opportunity that this total work comprehends.

In the Report to the Presidents* a suggestion was made for “some sort of organization designed to hold together the groups which are working together on the various ‘fronts’ of this project . . .” The ten suggestions made are but a few of the many related to the welfare of agriculture for the Negro population within the seventeen States, that call for special committee direction within the divisions:

1. These—and other statements that appear elsewhere in this report—comprehend continued and enlarged emphasis upon plans for reaching a larger portion of the population that constitute the human resources in the respective States for agricultural education.
2. They focus attention upon the directors and staffs as the responsible agents of the respective colleges for understanding the natural resources of the farms and the rural environment for enriching the content of instruction—for functional education.

*Appendix J, Part III, 1949, pp. 1, 2.

3. They place opportunities before members of staffs for the solution of problems peculiar to life and progress in these colleges—participation in special studies, for organization of curriculum opportunities for youth according to individual situations and differences, for developing of professional procedures and techniques in units of instruction, for direction of study and the supervision of programs.
4. They raise the question of potential leadership opportunities for student personnel—for teachers of agriculture in schools and colleges, extension workers on all levels of organization, program planners in agriculture for schools and/or classes in rural areas, teacher trainers and supervisors, technical agricultural specialists, public school administrators in rural areas, special students and workers in agricultural subject-matter and related areas, professional agricultural specialists, and counselors. This comprehends the total prospective employment area for this type of instruction.
5. The above statements suggest many others that have appeared in Section III*. All of the forty-two recommendations made in this section require consideration for priority value in connection with future programs for these divisions. They are classified under the plan of the “five fronts” and warrant full consideration in any plan for the extension of the special services of a similar project in sequence. On most of these problems, the majority of the staff members would desire help. This proposes important considerations for the professional help of staffs. The following suggestions are made, even though some of these features are in practice already within the divisions:
 - (1) A regular annual meeting of directors for purposes of business, professional contacts and educational improvement—perhaps of a week’s duration, fifty per cent of the time being given to the professional and technical programs—programs confined to priority problems growing out of the Project. Specialists from outside should be utilized for help, chosen from the most appropriate and available leaders in the special areas.
 - (2) Staff members should be encouraged to identify themselves with appropriate professional organizations wherever possible—to maintain professional growth and at the same time to gain assistance on common problems. Such problems as have been suggested would furnish opportunity for consideration of timely questions.
 - (3) Provision should be made for the continuation of a self-evaluation series of professional meetings within the di-

*Pp. 22-30.

visions—concerned directly with action programs. Frequently, special assistance could be had for specific meetings—such assistance being largely in ways and means, and the procedures involved. These would relate particularly to conducting surveys, practicums, demonstrations, evaluations of materials for instruction; to determining appropriateness and worth of facilities in a production and management programs of the farm, the making of inventories and accounting reports based upon data from the farm and other farms; to providing participating experiences.

- (4) Practice in making requests for funds in the budget, with specifications based on studies of farm and division needs as determined by surveys, and otherwise—how to secure monies for the adequate financing of programs in action and prospective projects.
- (5) Finally, concerted action by all of the institutions—or at least by those interested—could extend this special project to advantage in the direction of specific professional helps—through summer session courses pointed to special problems, longer summer sessions on the same basis; regular year courses in graduate study on professional lines, and special studies for professional growth, elected by individual staff members.